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ABSTRACT

This document contains eight case studies of the following adult education programs in Finland: (1) an experiment combining classroom teaching and distance education and one that studied the effects of offering art courses at different levels in 1982-1985 (Virtala); (2) cooperative programs since 1981 between municipal and city levels in Mikkeli County (Kauppinen); (3) 12 experiments in vocational education conducted 1985-1987 (Salminen); (4) a developmental work research project at the Adult Education Centre for Salaried Staff during 1987-1988 (Koskela); (5) the Paperiliitto History Project (Kalela); (6) the circulating school for teaching automatic data processing instituted in 1986 (Suortamo); (7) basic instruction in information technology as the target of development work (Vepsalsinen); and (8) development of a training program for production groups in a metal industry company (Pulkkis). Each case study begins with a "face sheet" on which is recorded basic information about the program and the case study itself. The case studies that describe an educational program or center typically include information on the history of the entity, goals and objectives, students served, and curriculum content. Those case studies that describe an evaluation of a program or describe an experiment typically include background information, project goals and objectives, methodology used, population involved, and results of the project. In addition to the case descriptions, this document includes information on the World Perspective case study project, indexes of all cases by country and by category, and guidelines for contributors. (CML)

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ED311166

WORLD PERSPECTIVE CASE DESCRIPTIONS
ON EDUCATIONAL PROGRAMS FOR ADULTS:
FINLAND

AUGUST 1989

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

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August, 1989

WORLD PERSPECTIVE CASE DESCRIPTIONS OF EDUCATIONAL PROGRAMS FOR ADULTS

PREFACE

This set of case descriptions reflects an inspiring cooperative effort by adult educators in many countries to increase international understanding of various educational programs for adults in their societal context. The benefits from reading these case descriptions result from the contributions of case coordinators and authors who arranged for and prepared the descriptions included in the set.

Cooperating case coordinators contributed in several important ways. In addition to sometimes writing one or more case descriptions, coordinators arranged for case authors. The selection of program areas and case authors reflects the case coordinators' professional judgment based on familiarity with educational programs for adults in their country. The list of names and addresses of case coordinators for each country is noted on green paper following the Table of Contents.

The names and addresses of case authors are on the face sheet that precedes each case description. Each case description is unedited and unchanged, in the form that the author submitted it. The few case descriptions that were translated into English are so noted.

As an aid to comparative analysis, each case coordinator was sent a set of guidelines, to be shared with case authors as they prepared their case descriptions. At the start of the project, active case coordinators received draft guidelines and their comments were used to revise the guidelines used in the project. These guidelines are included at the end of the set of cases and are printed on blue paper. Many authors were very conscientious in following the guidelines. Even those case descriptions that depart from the suggested format contain useful information about the program.

Each case coordinator who submitted case descriptions has been sent a complete set. This international set of cases can be useful for comparative analysis in several ways. Some coordinators have indicated their intent to contact coordinators in other countries, to collaborate on cross national analysis for specific programs. Within a country, these may be colleagues and students who would like to conduct comparative analysis studies. In at least four countries, all of the case descriptions for that country are being disseminated to interested adult educators in the country.

Arrangements have been made to send a complete set of case descriptions that have been received by the end of the project late in 1988, to the ERIC Clearinghouse on Adult, Career, and Vocational Education at Ohio State University, USA, so that print or microfiche copies can be obtained by anyone interested. All cases from each country have been grouped together as a set on one ERIC document and the set was given an ED number. Therefore, you or other people can purchase microfiche or paper copies of the set for any country in the World Perspective series. For a list of ED numbers and prices for each of the sets, write to the ERIC Clearinghouse on Adult, Career, and Vocational Education, 1960 Kenny road, Columbus, Ohio 43210-1090, USA, ATTN: World Perspective Case Descriptions of Educational Programs for Adults. In response, a listing and order form will be sent.

Many people and organizations have helped with this largely volunteer project, in addition to the fundamental contributions by the case coordinators and authors. Support from the W. K. Kellogg Foundation made feasible many logistical arrangements including duplicating and postage. Many people prominent in adult education internationally were generous with advice and suggestions concerning potential case coordinators. The International Council for Adult Education provides a vehicle for continued contact among all of us interested in cross national adult education research and understanding.

ACCESSING THE CASE MATERIAL

The organization of this great stack of cases is intended to facilitate their use. (The case coordinators now know why a paperweight was selected as a form of recognition.)

The Table of Contents (which is on pink paper following this Preface) is sequenced by country in alphabetical order by category, as are the full set of cases. Reviewing all cases from a country is easy because they are grouped together. The cases are on three hole paper for ease in grouping and adding more cases.

The numbering of cases is as follows. The first (or two digit) number designates the country (Australia is 2, Ireland is 22, etc.) and a list of country codes follows (missing numbers in the sequence are for countries from which cases have not yet been received).

1 - Argentina
2 - Australia
4 - Cameroon
5 - Canada
6 - China
7 - Chile
9 - Czechoslovakia
13 - Finland
15 - Germany, Federal Republic
16 - Ghana
17 - Greece
19 - Hong Kong
20 - Hungary
21 - India
22 - Ireland
23 - Israel
24 - Italy

23 - Israel
24 - Italy
25 - Japan
26 - Korea, Demo. People's Republic
29 - Netherlands
30 - Nigeria
31 - Norway
33 - Portugal
34 - Saudi Arabia
35 - St. Lucia
36 - Sweden
37 - Switzerland
38 - Tanzania
40 - United Kingdom
41 - United States
42 - Union of Soviet Socialist Republics
45 - Yugoslavia

Following the country code, each case has been given an alphabetic code (A,B,C,etc.) to distinguish that case from the others. A slash "/" follows the alphabetic code. Following the "/" is the pagination with the first page consisting of the Face Sheet that authors were asked to complete. The coded pagination is on the lower right hand corner of each sheet of paper.

Following the Table of Contents, is an Index (on blue paper) organized by Category of Case. This allows readers interested only in cases in a specific category (such as Literacy or Citizen) to easily locate them. Because some cases are indexed in several categories, they are cross indexed for all categories that apply. The categories and criteria for determining the category follows. Because authors usually selected the category(ies) for their case and may not be consistent across all cases, it may be desirable to consult several pertinent categories.

A. LITERACY - Functional literacy and adult basic education programs (as defined in each nation) with special attention to literacy campaigns, local community groups, role of schools and efforts to include types of adults often neglected, such as prisoners.

B. AGRICULTURE - Extension programs to help farmers and peasants improve productivity (subsistence and cash) and quality of rural life with special attention to efforts by local community groups, ministry of agriculture and agricultural schools and colleges.

C. WORKERS - Educational programs to increase productivity and job change of all types of urban business and industry workers (aside from professionals), with special attention to efforts by enterprises, employers workers universities, labor unions, and trade associations.

D. PROFESSIONAL, TECHNICAL - All types of professional development and in-service programs for people in scientific and technical occupations such as engineering, and medicine, with special attention to efforts by universities, professional associations, and enterprises (factories, hospitals).

E. PROFESSIONAL, OTHER - Continuing professional education activities for any other types of occupations, that tend to be less influenced by new research findings (such as law, social work, teaching).

F. SECONDARY - Part-time secondary school completion programs, with special attention to efforts by schools and ministry of education.

G. HIGHER - Part-time or short term college and university completion programs for working adults, with attention to ministry of education and higher education institutions. In some nations this category may include part-time pursuit of formal credit and degree programs.

H. HEALTH - Preventative and curative health education programs for adults in urban or rural areas, with attention to efforts by ministry of health and local hospitals and clinics.

I. FAMILY - Family life and home economics education (including food preparation, nutrition, child development, and family relations), with attention to local providers.

J. PERSONAL - All types of educational activities related to leisure time, hobbies, arts, cultural affairs, personal enrichment, and general education, with attention to efforts by ministry of culture, and local libraries and museums.

K. CITIZEN - Educational activities related to community and organizational leadership and problem solving to enable adults to become more informed and participating citizens at local or wider levels to reform or sustain government, with attention to government, educational institutions, and voluntary associations. This may include international issues.

L. DISADVANTAGED - Special or compensatory educational programs for adults who are in hard to reach populations such as people with handicaps or a history of discrimination.

M. OTHER - Any other type of educational program for adults that is important in your nation, for which someone will prepare a case description, such as adult religious education or other examples.

(NOTE: Some important programs combine several categories. For example, in Latin America, popular education may include program emphases from categories A, B, C, K).

OVERVIEW OF AE IN COUNTRY OR REGION

The cooperation and exchange already evidenced in the preparation of this set of case descriptions, combined with the plans for analysis and continued colleagueship, suggests a great potential for ongoing sharing and international understanding. We hope to hear from you.

Alan B. Knox
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CASE DESCRIPTIONS - BY COUNTRY

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
*1A/1-8	ARGENTINA	Overview	Adult Education in Latin America	Isabel Hernandez
*1B/1-7		Disadvantaged	Education and Elders	Isabel Hernandez
2A/1-26	AUSTRALIA	Agriculture	Farm Manage. Home Study Program	Barry O'Neill
2B/1-10		Citizen	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2C/1-11		Disadvantaged	School for Seniors	Olga Benham & Sue Vickers
2D/1-16		Disadvantaged	Community Living Project	Kath Bleechmore
2E/1-12		Disadvantaged	Learning for the Less Mobile	Judith Elsworth
2F/1-9		Disadvantaged	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15		Disadvantaged	Women's Access Prog.	Helen Lanauze
2H/1-37		Disadvantaged	Aboriginal Vill. Comm.	Natascha McNamara
2J/1-12		Family	Marriage Enrichment	David Kerr
2K/1-22		Health	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
2L/1-9		Higher	Preparatory Studies	Michael Crock & Caroline Cottman
2M/1-15		Leisure	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow
2N/1-9		Leisure	CCE Community Education Program	Bettina Fiegel
2P/1-15		Literacy	NSW Board of Adult Ed.--Literacy	Rosie Wickert

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*New cases received since March 1988.

CODE/ PAGE NO.	COUNTRY	CATEGORY	TITLE	AUTHOR
2Q/1-10	AUSTRALIA	Personal Citizen	Carringbush Library	Marian Letchen
2R/1-11		Professional, Other	Refresher Ed. for Company Directors	John Brady
2S/1-12		Professional, Other, Family Citizen	Social Developer's Network	Ned Iceton
2T/1-6		Professional, Other	Welcare Program	J. A. McDonell
2U/1-5		Professional, Tech.	CPE for Veterinarians	D. Bryden
2V/1-17		Professional, Tech.	Country Pediatric Program	Hank Duyverman
2W/1-27		Workers	Trade Union Postal Courses Scheme	Elizabeth Bluff
2X/1-11		Workers Literacy	Workplace Basic Ed. Project	Jude Newcombe, et al.
*2Y/1-2		Literacy	Adult Migrant Education	William McGrath
*2Z/1-11		Personal	Self-Help Adult Education: Univ. of the Third Age	Rick Swindell
4A/1-11	CAMEROON	Agriculture	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18		Agriculture	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba

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5A/1-10	CANADA	Citizen	Buchans Community Trans. Proj.	David Curran
5B/1-16		Citizen Workers	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
5C/1-11		Health Workers	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt
5D/1-8		Higher	Distance Ed. at U. Victoria	Margaret Haughey
5E/1-20		Literacy	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10		Literacy	East End Literacy	Elaine Gaber-Katz
5G/1-45		Literacy	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
5H/1-22		Other	Residential AE in Canada	Wenda Abel
5J/1-16		Professional, Tech.	Self Dir. Learning App. to the Training of Medical Doctors	Lynne McTaggart
5K/1-18		Professional, Tech.	CPE Program for Family Physicians	Penny A. Jennett
*5L/1-13		Literacy	International: Literacy and Development	James A. Draper
*7A/1-29	CHILE	Agriculture	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12		Agriculture	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
6A/1-18	CHINA	Overview	Chinese Adult Education--At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25		Overview	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan

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*6C/1-6	CHINA	Overview	Adult Education in Beijing Municipality	Fu Youren
*6D/1-8		Higher	A University Without Campus	Lin Jun
*6E/1-9		Workers	A Survey of Beijing's Workers University Graduates	Liu Yongqian
*6F/1-40		Overview	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	CZECHOSLOVAKIA	Overview Workers	Czechoslovakian Adult Education	Kamil Skoda
*9B/1-12		Other	House of Culture and Its Function in Adult Education	Pavel Hartl
13A/1-17	FINLAND	Other	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4		Other	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6		Other	Experiments in Voc. Ad. Ed.	Lea Salminen
13D/1-10		Professional, Other	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
13E/1-6		Workers	Union History Project: Study Circles Doing Research	Jorma Kalela
13F/1-10		Workers	School for Teaching ADP	Markku Suortamo
13G/1-4		Workers	Instruction in Info. Technology	Kerttu Vepsalainen
13H/1-5		Workers	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

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15A/1-11	GERMANY, FED. REP.	Agriculture	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
15B/1-11		Citizen	State Center for Political Ed.	Siegfried Schiele
15C/1-19		Health Family Personal Other	Catholic Ed. Organ.	Peter Muller
15D/1-18		Health Family Personal	Adult Ed. Center	Gabriele Werner
15E/1-14		Personal Disadvantaged	Voc. & Social Integration for Turkish Women	Susanne Meyder
15F/1-15		Professional, Tech.	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13		Professional, Tech.	In-service Training at Busch	Peter Kilgenstein
15H/1-17		Professional, Other Higher Personal	Courses by Radio	Peter Schmoock
15J/1-17		Professional, Tech. Professional, Other Higher	CE Center at Univ. of Tubingen	Rainer Funke
15K/1-11		Secondary	Evening High School	H. Taigel

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15L/1-11	GERMANY, FED. REP.	Workers	Center for Cont. Voc. Training, Chamber of Industry & Trade	Nils Peter Esmann Franz Bihler
15M/1-15		Workers	Cont. Ed. in Training Companies	Michael Eisenmann
15N/1-17		Workers Professional, Tech.	Human Resource & Organ. Dev.	Colin A. Guthrie
*15P/1-11		Personal	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
16A/1-9	GHANA	Professional, Other	Training Teachers by Distance Education Methods	Joe K. Ansere
16B/1-33		Workers	Multi-media Appr. to Effective Teaching	Eric A. Mensah
*17A/1-18	GREECE	Professional, Other	In-service Teachers Training in Greece	Michael Kassotakis
19A/1-6	HONG KONG	Literacy	Literacy Program	Grace Mak
*20A/1-19	HUNGARY	Personal	Protecting Our Environment	Mihaly Sari
*20B/1-33		Workers	Realities of Our Time	Matyas Durko
21A/1-33	INDIA	Literacy	Literacy Program	R. Jayagopal
21B/1-4		Literacy	Punjab Association	R. Jayagopal

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21C/1-6	INDIA	Workers	National Council for Hotel Management and Catering Technology	R. Jayagopal
*21D/1-4		Health Family Citizen	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22A/1-14	IRELAND	Agriculture	Certification in Farming	Michael Hassett
22B/1-10		Citizen Professional, Other	Training of Comm. Enter. Animateurs	Tom Collins
22C/1-16		Family	Family Life Education Premarriage	Liam McCarthy
22D/1-16		Family Other	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22E/1-13		Health	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
22F/1-10		Professional, Other	Extra-mural Studies	Mary Kett
22G/1-13		Other	Maynooth Adult Daytime Education	(MADE)
22H/1-13		Other	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22J/1-10		Higher Personal Other	Irish Language TV Program	John MacMahon
22K/1-11		Professional, Other	Extra-mural Studies in Basic Counseling	Muireann Conaty

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22L/1-24	IRELAND	Professional, Other	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16		Professional, Other	Training Part-Time Ad. Ed. at Local Level	James Marsden
22N/1-14		Professional, Other	Natl. Police Officer CE & Training	P. J. Moran
22P/1-11		Professional, Other Health	Teacher Training Prog.-Health Ed.	Eugene Donoghue
22Q/1-12		Workers	Diploma in Manag. & Industrial Relations	John Ryan
23A/1-14	ISRAEL	Family Citizen	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*23B/1-6		Literacy	Comparative Analysis of Literacy Education	Rachel Tokatli
24A/1-11	ITALY	Citizen	Public and Library: A Plan for the Education of Adults	Paolo Federighi
24B/1-10		Citizen Other	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11		Citizen Personal Other	Center for Cont. Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11		Citizen Other	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

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24E/1-10	ITALY	Other	Adult Education in Bologna	Mario Ricci
24F/1-18		Overview	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
24G/1-11		Personal	Provincial Administration of Moderna	Vanna Tori
24H/1-6		Personal	University of the Third Age-Orvieto	Lucio del Corno
*24J/1-6		Personal Citizen	Mass Media and Adult Education in Sardenia	Fabio Masala
25A/1-32	JAPAN	Citizen	Ed. and the Integration of Community Services	Kazufusa Moro'oka
*25B/1-13		Leisure	Citizen's Learning Network	Miwa Toko
*25C/1-20		Higher	The Founding of a University for Senior Citizens	Takashi Fukuchi
26A/1-12	KOREA, DPR	Overview Workers	Overview	Nam Jin U
29A/1-17	NETHERLANDS	Literacy	Open School	Maatje Balde
29B/1-17		Literacy	Study House for Adults	Emmy Wilson
29C/1-18		Literacy	Dutch as a Foreign Language	Emmy Wilson
29D/1-20		Literacy Disadvantaged	Dutch as a Foreign Language	E. R. T. Zuidhoff

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29E/1-17	NETHERLANDS	Other	Television Academy	Anja Dircken
29F/1-20		Professional, Other	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10		Professional, Other	In-service Occupational Training	R. Zuidhoff
29H/1-16		Professional, Tech.	Advanced Nursing Course	Henny Van Der Stel-Overdulve
29J/1-16		Professional, Tech.	Part-time Training - Sick Care	Henny Van Der Stel-Overdulve
29K/1-19		Professional, Tech.	In-Service Training - Basic General Nursing	Annette van den Berg-Ran
29L/1-19		Professional, Tech.	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13		Professional, Tech.	Improvements in Medical Practice	I. W. Dresscher
29N/1-9		Professional, Tech.	Practical Neurology	I. W. Dresscher
29P/1-23		Professional, Tech.	Medical Specialists	Bea Oosting
29Q/1-8		Workers	Occupational Retraining in Office Skills	Maatje Balde
*29R/1-28		Literacy	Language School for Refugees	E. Stark
*29S/1-17		Personal	Assertivity Course	G. Nijhof

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*29T/1-18	NETHERLANDS	Personal	Pre-Retirement Education	B. van Straalen-van Waard
*29U/1-20		Workers	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18		Workers	Management and Computer Education for Re-entry Women	E. Stark
*30A/1-50	NIGERIA	Literacy	Model Adult Literacy Classes	J. T. Okedara
*30B/1-43		Higher	Correspondence Education	J. T. Okedara
*30C/1-31		Higher	Remedial Education	J. T. Okedara
*30D/1-24		Health	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*30E/1-28		Professional, Other	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
30F/1-20		Workers	Workers' Education in Nigeria	P. N. C. Ngwu
30G/1-40		Workers	Women Education in Oyo State, Nigeria	C. A. Okedara
31A/1-15	NORWAY	Professional, Other Higher	NKS School of Management (Correspondence School)	Tore Aksjoberg
*33A/1-35	PORTUGAL	Agriculture	Management Groups as a Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27		Agriculture	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	ST. LUCIA	Agriculture	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann

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34A/1-19	SAUDI ARABIA	Literacy	Illiteracy Eradication & Adult Education	Mohammed A. Al Rasheed, A. Al Sunbul
36A/1-8	SWEDEN	Literacy	Basic Education for Adults in Sweden	Per Olof Thang
36B/1-21		Higher	Distance Education at the Univ. Level	Birgitta Willen
36C/1-10		Secondary Overview	Perspective on Municipal Adult Ed.	Robert Hoghielm
36D/1-13		Workers	Corporate Classrooms	Kenneth Abrahamsson
36E/1-9		Workers	Labor Market Training in Sweden	Per Olof Thang
*36F/1-9		Citizen	Popular Education in Sweden	Lars Arvidsson
*37A/1-8	SWITZERLAND	Professional, Tech.	Formative Research in Swiss French Agric. Schools	Pierre Dominice Matthias Finger
38A/1-25	TANZANIA	Agriculture	Training for Rural Development	Aida Isinika
*40A/1-42	UNITED KINGDOM	Health	Heartbeat Wales	Donald Nutbeam
41A/1-7	U.S.A.	Agriculture	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30		Agriculture	Coop. Ext. Service (National)	William M. Rivera
41B/1-16		Citizen	Natl. Issues Forum	Alan B. Knox
41C/1-21		Citizen	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll

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41D/1-9	U.S.A.	Disadvantaged	YWCA Refugee Program	Linda B. Knox
41E/1-15		Higher	Indiana U. Independent Study by Correspondence	Frank R.DiSilvestro
41F/1-25		Literacy	Adult Basic Education	Alan B. Knox
41G/1-13		Health	Alcoholics Anonymous	Alan B. Knox
41H/1-28		Professional, Tech.	Continuing Medical Education	Thomas G. Pearson & Ronald M. Cervero
41J/1-11		Workers	Credit Union Staff Development	Alan B. Knox
*41K/1-11		Literacy	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11		Literacy	Libraries and Literacy--Weirton	Debra W. Johnson
*41N/1-7		Professional, Other	Helping Stock Brokers Cope with Stress	Alan B. Knox
42A/1-17	U.S.S.R.	Other	ZNANIE Society	Yuri Fishevski
42B/1-9		Professional, Tech.	Continuing Medical Education	F. Vartanian, D. Orlov E. Nazarova
45A/1-16	YUGOSLAVIA	Agriculture	Vet. Ed. in the Farming Population	Branko Rebesko
45B/1-15		Agriculture Professional, Other	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
45C/1-13		Family Health	Nutrition Education	Mara Rupena Osolnik

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45D/1-11	YUGOSLAVIA	Literacy	Basic Adult Education	Radivoje Kulic
45E/1-27		Literacy Professional, Other	Research Into and Training In Literacy	Dusan M. Savicevic
45F/1-10		Literacy Workers	Correlation of Primary & Work Oriented Profess. Ed. of Young People	Dusan M. Savicevic
45G/1-29		Workers	Dev. of Training in Sava, Kranj	Ema Pec
*45H/1-19		Workers	Self Management at Worker's Universities	Milka Oljaca

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4A/1-11	Agriculture	CAMEROON	AE Progs. in Cameroon	J. A. Nyemba
4B/1-18	Agriculture	CAMEROON	Agriculture Univ. Center in Extension Program Implementation	J. A. Nyemba
*7A/1-29	Agriculture	CHILE	Centro El Canelo De Nos	Patricio Donoso
*7B/1-12	Agriculture	CHILE	Chile: An Experiment in Nonformal Education in Rural Areas	Marcela Gajardo
15A/1-11	Agriculture	GERMANY	Counseling Courses in Agriculture	Helmut Bugl Felicitas Fehrenbach-Neuman
22A/1-14	Agriculture	IRELAND	Certification in Farming	Michael Hassett
*33A/1-35	Agriculture	PORTUGAL	Management Groups As A Method of Rural Extension	Alvaro Soares de Melo
*33B/1-27	Agriculture	PORTUGAL	Rural Extension Program Evaluation	Artur F.A.C. Cristovao
*35A/1-28	Agriculture	ST. LUCIA	Caribbean Agricultural Extension Program	Dunstan Campbell and Lorilee Sandmann
38A/1-25	Agriculture	TANZANIA	Training for Rural Development	Aida Isinika
41A/1-7	Agriculture	U.S.A.	Coop. Ext. Service (Local)	Alan B. Knox
41A/8-30	Agriculture	U.S.A.	Coop. Ext. Service (National)	William M. Rivera
45A/1-16	Agriculture	YUGOSLAVIA	Vet. Ed. in the Farming Population	Branko Rebesko

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45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-Slovenia	Robic Tone
2B/1-10	Citizen	AUSTRALIA	Increasing Citizen Participation in Local Government	Bob Holderness-Roddam
2Q/1-10	Personal Citizen	AUSTRALIA	Carringbush Library	Marian Letchen
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
5A/1-10	Citizen	CANADA	Buchans Community Trans. Proj.	David Curran
5B/1-16	Citizen Workers	CANADA	Canada Congress for Learning Opportunities for Women	Caroline A.Gaskin
15B/1-11	Citizen	GERMANY	State Center for Political Ed.	Siegfried Schiele
*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22B/1-10	Citizen Professional, Other	IRELAND	Training of Comm. Enter. Animateurs	Tom Collins
24B/1-10	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi

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24A/1-11	Citizen	ITALY	Public and Library: A Plan for the Education of Adults	Paolo Federighi
*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
25A/1-32	Citizen	JAPAN	Ed. and the Integration of Community Services	Kazufusa Moro'oka
41B/1-16	Citizen	U.S.A.	Natl. Issues Forum	Alan B. Knox
41C/1-21	Citizen	U.S.A.	Educational Programs for Government Officials	Harvey Schweitzer, Nancy Lauts, Charles Kozoll
23A/1-14	Family Citizen	ISRAEL	School for Parents, Teachers & Children in a Distressed Moshav	Eitan Israeli
*36F/1-9	Citizen	SWEDEN	Popular Education in Sweden	Lars Arvidsson
*1B/1-7	Disadvantaged	ARGENTINA	Education and elders	Isabel Hernandez
2C/1-11	Disadvantaged	AUSTRALIA	School for Seniors	Olga Benham & Sue Vickers
2D/1-16	Disadvantaged	AUSTRALIA	Community Living Project	Kath Bleechmore
2F/1-9	Disadvantaged	AUSTRALIA	UNElearn Group Discuss. Correspond. Programme	Ned Iceton
2G/1-15	Disadvantaged	AUSTRALIA	Women's Access Prog.	Helen Lanauze
2H/1-37	Disadvantaged	AUSTRALIA	Aboriginal Vill. Comm.	Natascha McNamara
2E/1-12	Disadvantaged	AUSTRALIA	Learning for the Less Mobile	Judith Elsworth
15E/1-14	Personal Disadvantaged	GERMANY	Voc. & Social Integration for Turkish Women	S. Meyder
29D/1-20	Literacy Disadvantaged	NETHERLANDS	Dutch as a Foreign Language	Emmy Wilson

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22C/1-16	Family	IRELAND	Family Life Education Premarriage	Liam McCarthy
22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
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2K/1-22	Health	AUSTRALIA	Women's Health--The Middle Years	Deirdre Degeling, Diane Bennett, Fran Everingham
5C/1-11	Health Workers	CANADA	Health Line: Centre for Corp. Health Promotion	Dale I. Pratt

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*21D/1-4	Health Family Citizen	INDIA	Hayden Hall: A Community Development Approach	Fr. E. P. Burns
22E/1-13	Health	IRELAND	Extra-mural Studies in Drug & Alcohol Addiction	Mary Ellen McCann
22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
*30D/1-24	Health	NIGERIA	Guinea Worm Eradication Program: Community Education in Nigeria	Clement N. Anyanwu
*40A/1-42	Health	UNITED KINGDOM	Heartbeat Wales	Donald Nutbeam
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2L/1-9	Higher	AUSTRALIA	Preparatory Studies	Michael Crock & Caroline Cottman
5D/1-8	Higher	CANADA	Distance Ed. at U. Victoria	Margaret Haughey

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*6D/1-8	Higher	CHINA	A University Without Campus	Lin Jun
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15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
22J/1-10	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
*25C/1-20	Higher	JAPAN	The Founding of a University for Senior Citizens	Takashi Fukuchi
*30B/1-43	Higher	NIGERIA	Correspondence Education	J. T. Okedara
*30C/1-31	Higher	NIGERIA	Remedial Education	J. T. Okedara
31A/1-15	Professional, Other Higher	NORWAY	NKS School of Management (Correspondence School)	Tore Aksjoberg
36B/1-21	Higher	SWEDEN	Distance Education at the Univ. Level	Birgitta Willen
41E/1-15	Higher	U.S.A.	Indiana U. Independent Study by Correspondence	Frank R.DiSilvestro
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2M/1-15	Leisure	AUSTRALIA	Discussion Program--Council of Ad. Ed.	Joanne Lee Dow

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*25B/1-13	Leisure	JAPAN	Citizen's Learning Network	Miwa Toko
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*2Y/1-2	Literacy	AUSTRALIA	Adult Migrant Education	William McGrath
5E/1-20	Literacy	CANADA	Bathurst Heights Ad. Learning Centre	E. Elysee-Cohen
5F/1-10	Literacy	CANADA	East End Literacy	Elaine Gaber-Katz
5G/1-45	Literacy	CANADA	Learner-Centred Social Services Model of ABE	Patricia A.Rundle
*5L/1-13	Literacy	CANADA	International: Literacy and Development	James A. Draper
19A/1-6	Literacy	HONG KONG	Literacy Program	Grace Mak
21A/1-33	Literacy	INDIA	Literacy Program	R. Jayagopal
21B/1-4	Literacy	INDIA	Punjab Association	R. Jayagopal
*23B/1-6	Literacy	ISRAEL	Comparative Analysis of Literacy Education	Rachel Tokatli
29A/1-17	Literacy	NETHERLANDS	Open School	Maatje Balde
29B/1-17	Literacy	NETHERLANDS	Study House for Adults	Emmy Wilson
29C/1-18	Literacy	NETHERLANDS	Dutch as a Foreign Language	E. R. T. Zuidhoff
29D/1-20	Literacy Disadvantaged	NETHERLANDS	Dutch as a Foreign Language	Emmy Wilson
*29R/1-28	Literacy	NETHERLANDS	Language School for Refugees	E. Stark
*30A/1-50	Literacy	NIGERIA	Model Adult Literacy Classes	J. T. Okedara

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36A/1-8	Literacy	SWEDEN	Basic Education for Adults in Sweden	Per Olof Thang
41F/1-25	Literacy	U.S.A.	Adult Basic Education	Alan B. Knox
*41K/1-11	Literacy	U.S.A.	Libraries and Literacy--Tulsa	Debra W. Johnson
*41M/1-11	Literacy	U.S.A.	Libraries and Literacy--Weirton	Debra W. Johnson
45D/1-11	Literacy	YUGOSLAVIA	Basic Adult Education	Radivoje Kulic
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2R/1-11	Professional, Other	AUSTRALIA	Refresher Ed. for Company Directors	John Brady
2T/1-6	Professional, Other	AUSTRALIA	Welcare Program	J. A. McDonell
2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
5H/1-22	Other	CANADA	Residential AE in Canada	Wenda Abel
*9B/1-12	Other	CZECHOSLOVAKIA	House of Culture and its Function in Adult Education	Pavel Hartl

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13A/1-17	Other	FINLAND	Experimentation in Ad. Ed. Centers	Mirja Virtala
13B/1-4	Other	FINLAND	Beginning of Ad. Ed. Planning at the Municipal Level	Jorma Kauppinen
13C/1-6	Other	FINLAND	Experiments in Voc. Ad. Ed.	Lea Salminen
13D/1-10	Professional, Other	FINLAND	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
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*17A/1-18	Professional, Other	GREECE	In-service Teachers Training in Greece	Michael Kassotakis
22G/1-13	Other	IRELAND	Maynooth Adult Daytime Education	(MADE)
22D/1-16	Family Other	IRELAND	Pontifical U. Dipl. in Family Life & Youth Ministry	Elizabeth Murphy
22F/1-10	Professional Other	IRELAND	Extra-mural Studies	Mary Kett
22H/1-13	Other	IRELAND	Extra-mural Diplo. Course in Religious Studies	Sr.Benedict Rouine
22K/1-11	Professional, Other	IRELAND	Extra-mural Studies in Basic Counseling	Muireann Conaty
22L/1-24	Professional, Other	IRELAND	Intro. Course to Ed. Administra.	P. B. Diggins
22M/1-16	Professional, Other	IRELAND	Training Part-Time Ad. Ed. at Local Level	James Marsden

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22N/1-14	Professional, Other	IRELAND	Natl. Police Officer CE & Training	P. J. Moran
24B/1-10	Citizen Other	ITALY	Education Project of Molise: Creation of an Ad. Ed. System	Francesco Susi
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24D/1-11	Citizen Other	ITALY	Education for Adults in the Earthquake Region of Basilicata	Francesco Susi
24E/1-10	Other	ITALY	Adult Education in Bologna	Mario Ricci
29E/1-17	Other	NETHERLANDS	Television Academy	Anja Dircken
29F/1-20	Professional, Other	NETHERLANDS	Psycho-Geriatrics for Home Helps	Bea Oosting
29G/1-10	Professional, Other	NETHERLANDS	In-service Occupational Training	R. Zuidhoff
*30E/1-28	Professional, Other	NIGERIA	Professional Continuing Education for Grade Two Teachers in Nigeria	C. A. Okedara
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42A/1-17	Other	U.S.S.R.	ZNANIE Society	Yuri Fishevski
45B/1-15	Agriculture Professional, Other	YUGOSLAVIA	Ext. Service & Its Role in Training Farmers-slovenia	Robic Tone

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*1A/1-8	Overview	ARGENTINA	Adult Education in Latin America	Isabel Hernandez
6A/1-18	Overview	CHINA	Chinese Adult Education-At Present and in Prospect	Dong Mingchuan & Zhu Zhongdan
6B/1-25	Overview	CHINA	Aging Issue and Education for the Aged	Dong Mingchuan & Zhu Zhongdan
*6C/1-6	Overview	CHINA	Adult Education in Beijing Municipality	Fu Youren
*6F/1-40	Overview	CHINA	Postsecondary Education in China	Dong Mingchuan
*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
26A/1-12	Overview Workers	KOREA, DPR	Overview	Nam Jin U
24F/1-18	Overview	ITALY	Educational Aims for the Year 2000: Adult Education for the City of Prato	Filippo M. DeSanctis
36C/1-10	Secondary Overview	SWEDEN	Perspective on Municipal Adult Ed.	Robert Hoghielm
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*2Z/1-11	Personal	AUSTRALIA	Self-Help Adult Education: Univ. of the THird Age	Rick Swindell

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*15P/1-11	Personal	GERMANY	Women's Museum-Wiesbaden	Kim Engels Beatrixe Klein
*20A/1-19	Personal	HUNGARY	Protecting Our Environment	Mihaly Sari
22J/1-10	Higher Personal Other	IRELAND	Irish Language TV Program	John MacMahon
*24J/1-6	Personal Citizen	ITALY	Mass Media and Adult Education in Sardinia	Fabio Masala
24C/1-11	Citizen Personal Other	ITALY	Center for Cont./Ed. in Bassano de Grappa	Gianna Maria Filippi
24G/1-11	Personal	ITALY	Provincial Administration of Moderna	Vanna Tori
24H/1-6	Personal	ITALY	University of the Third Age-Orvieto	Lucio del Corno

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*29S/1-17	Personal	NETHERLANDS	Assertivity Course	G. Nijhof
*29T/1-18	Personal	NETHERLANDS	Pre-Retirement Education	B. van Straalen-van Waard
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2S/1-12	Professional Other, Family Citizen	AUSTRALIA	Social Developer's Network	Ned Iceton
13D/1-10	Professional, Other	FINLAND	Developmental Work Research Project at Adult Ed. Center	Ilona Koskela
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15J/1-17	Professional, Tech. Professional, Other Higher	GERMANY	CE Center at Univ. of Tubingen	Rainer Funke
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22M/1-16	Professional, Other	IRELAND	Training Part-Time Ad. Ed. at Local Level	James Marsden
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22P/1-11	Professional, Other Health	IRELAND	Teacher Training Prog.-Health Ed.	Eugene Donoghue
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*41N/1-7	Professional, Other	U.S.A.	Helping Stock Brokers Cope with Stress	Alan B. Knox
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15F/1-15	Professional, Tech.	GERMANY	Professional Training for Med. Specialists	Hans E. Renschler
15G/1-13	Professional, Tech.	GERMANY	In-service Training at Busch	Peter Kilgenstein
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29L/1-19	Professional, Tech.	NETHERLANDS	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13	Professional, Tech.	NETHERLANDS	Improvements in Medical Practice	I. W. Dresscher
29N/1-9	Professional, Tech.	NETHERLANDS	Practical Neurology	I. W. Dresscher
29P/1-23	Professional, Tech.	NETHERLANDS	Medical Specialists	Bea Oosting

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29H/1-16	Professional, Tech.	NETHERLANDS	Advanced Nursing Course	Henny Van Der Stel-Overdulve
29J/1-16	Professional, Tech.	NETHERLANDS	Part-time Training - Sick Care	Henny Van Der Stel-Overdulve
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29L/1-19	Professional, Tech.	NETHERLANDS	Part-time Course for Teachers of Nursing	Annette van den Berg-Ran
29M/1-13	Professional, Tech.	NETHERLANDS	Improvements in Medical Practice	I. W. Dresscher
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29P/1-23	Professional, Tech.	NETHERLANDS	Medical Specialists	Bea Oosting

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*6E/1-9	Workers	CHINA	A Survey of Beijing's Workers University Graduates	Liu Yongqian
*9A/1-34	Overview Workers	CZECHOSLOVAKIA	Czechoslovakian Adult Education	Kamil Skoda
13E/1-6	Workers	FINLAND	Union History Project: Study Circles Doing Research	Jorma Kalela
13F/1-10	Workers	FINLAND	School for Teaching ADP	Markku Suortamo
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13H/1-5	Workers	FINLAND	Role of Training in Changing a Work Organization	Anneli Pulkkis Veikko Teikari Matti Vartiainen

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15N/1-17	Workers Professional, Tech.	GERMANY	Human Resource & Organ. Dev.	Colin A. Guthrie
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*20B/1-33	Workers	HUNGARY	Realities of Our Time	Matyas Durko
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29Q/1-8	Workers	NETHERLANDS	Occupational Retraining in Office Skills	Maatje Balde
*29U/1-20	Workers	NETHERLANDS	Re-entry Course for Women in Construction Trades	R. de Ruiter
*29V/1-18	Workers	NETHERLANDS	Management and Computer Education for Re-entry Women	E. Stark
*30G/1-40	Workers	NIGERIA	Women Education in Oyo State, Nigeria	C. A. Okedara
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*45H/1-19	Workers	YUGOSLAVIA	Self Management at Worker's Universities	Milka Oljaca
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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

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Nation FINLAND

2. Check whether this case is based on

(✓) an actual program

(   ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

EXPERIMENTATION IN ADULT ED. CENTRES IN FINLAND

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). F. SECONDARY

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

ADULT EDUCATION CENTRES - SERVING MUNICIPALITIES (1 OR MORE)

6. Basic characteristics of service area

A. _____ geographic size (such as square miles or kilometers)

B. _____ population (number of people living in area)

C. _____ urban/rural (density of population)

D. _____ worldwide

7. Year(s) covered by the case description 1982-1985

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MIRJA VIRTALA

EXPERIMENTATION IN ADULT EDUCATION CENTRES IN FINLAND

Adult education centres in Finland are leisure time educational institutions for adults serving, in the main, local educational needs. There are altogether 278 institutions of this kind in Finland. These centres operate in every municipality in the country which is a unique achievement in the field of international adult education.

Each centre serves one or more municipalities. The educational programmes offered by the centres reach every suburban locality and rural hamlet. This is why these centres have the biggest enrollment figures in the field of adult education. Over 600 000 people enroll annually.

The centres are owned for the most part by municipalities and federations of municipalities. There are only 26 privately run centres.

The functioning of adult education centres is regulated by a law and a statute concerning government assistance to adult education centres. State funds are used to cover approximately 70 % of the centres running expenses. In addition, the centres are entitled to monetary government assistance for various other purposes; as an example, funds have been granted since 1975 to be used for experimental work.

THE 1982-85 COMPREHENSIVE SCHOOL EXPERIMENT

An experiment in combining classroom teaching and distance education

A. THE PROJECT'S PREMISES

1. The organizing body

The experiment took place at the Laitila-Pyhäranta Adult Education Centre in 1982-85. The centre is run by the municipalities of Laitila and Pyhäranta within the boundaries of which the centre operates. The centres headquarters are in Laitila with a branch in Pyhäranta.

The annual enrollment figures are in the region of 1500-1700.

2. The region

The municipalities of Laitila and Pyhäranta are situated within the economic zone of the city of Turku in the county of Turku and Pori. The combined population of the two municipalities is approximately 11 200. Laitila serves the surrounding countryside as a centre for various services.

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There is a senior secondary school in Laitila. Evening colleges are to be found in some of the nearby towns which are, however, located quite some distance away.

B. THE OBJECTIVES

1. The goals

The objective of the experiment was to find an efficient combination of classroom teaching and distance education suitable for adults with primary school backgrounds wishing to study and pass comprehensive school syllabuses.

A wide-scale school reform was carried out in Finland in the period 1969-77. The old school system (primary school — secondary school) was discarded and the comprehensive school was installed to provide for the entire age group. General compulsory education was increased by one year to make it nine.

The filling in of the educational gap thus formed between the older and younger age groups has been taken up as a central task of adult education in the 70's and the 80's. Various means have been employed in endeavours to provide improved opportunities for adults to partake in comprehensive school studies. Legislation has been passed, for example, which has entitled adult education centres since 1981 to award comprehensive school leaving certificates to their students.

The teaching model tried out at the Laitila-Pyhăranta Adult Education Centre may be seen as one alternative in comprehensive school teaching and as such would then supplement the other study opportunities provided by evening colleges, conventional comprehensive school syllabuses in adult education centres, folk high schools and correspondence institutes.

2. Results

At the end of the experiment in May 1985, a total of 18 adults with primary school backgrounds received their comprehensive school leaving certificates. Another three students had passed most of the comprehensive school syllabuses. Completion of comprehensive school studies improves a person's chances for further studies, for example. As it has turned out, ten of the above group have continued on to tudying senior secondary school syllabuses. Two thirds of the group had seen this experiment as being the only way for them to complete the comprehensive school curriculum. Evening college and correspondence institute had crossed the minds of a few; eventually they had abandoned such thoughts because of, for instance, the long distances or high costs involved. Thus, we were able to contact students who otherwise would not have undertaken to complete comprehensive school studies.

The experiences gained from the experiment can be passed on to other sister institutions offering comprehensive school study programmes.

The fact that the experiment led to collaboration between the Centre and the local education authorities was felt as being beneficial on a local basis.

C. THE PROCESS

1. Planning

Since the 1950's evening colleges have been the stages for experimentation in combining correspondence education and local education provided by evening colleges in the completion of general education programmes; government budget funds have been available for this purpose. The legislation concerning evening colleges was amended in 1984 in such a way as to make this a normal practice. At that time it occurred to the Ministry of Education that similar activity could perhaps be initiated in another category of adult education institutions — that of adult education centres. Since the Laitila-Pyhăranta Adult Education Centre had already on an earlier occasion made known its readiness to participate in experimental work for the improvement of adult education, the Ministry of Education suggested in 1981 that experimental work on classroom teaching and distance education be commenced at the centre the following year. The National

Board of General Education approved the experiment as a national education experiment for 1982-85, and granted a government subsidy for the purpose.

2. Methods

The comprehensive school syllabuses were taught over a period of three school years using a combination of classroom teaching and distance education.

Classroom teaching is taken here to mean conventional classtuition supplemented by remedial teaching. Distance education refers to correspondence study at home.

Classroom teaching was carried out in periods of two weeks followed by two weeks of distance education. Periods of one week were tried during the last term at the request of the students. Classroom teaching amounted to 3 evenings per week and 4 hours per evening giving a weekly total of 12 hours.

The Finnish syllabus was dealt with in the 1st year, English during the 1st and 2nd years, Swedish during the 2nd and 3rd years. Mathematics was distributed evenly over the three years. In Chemistry, Physics, History and Social Studies the syllabuses were dealt with in short, intensified periods. Geography and Biology were completed as self-study assisted by distance education material.

Correspondence education material from Kansanvalistusseuran Kirjeopisto (i.e. Correspondence Institute run by the Society for Popular Culture) was used as distance education material. During periods of self-study, students did exercises which were then checked and corrected by the teachers.

3. Development

Evaluation of activity

The progress of the project was monitored continuously. Since the experiment was carried out in a small community, with everyone knowing everyone, contacts between people were numerous and continuous, and often informal by nature. Thanks to this type of continuous, informal communication between people, it was possible to make close-up observations on the functioning of the entire project as well as on the students' learning achievements and problems. When necessary, amendments were made to learning situations.

Official meetings were also arranged; between the project personnel and part-time teachers, and between the project personnel and students.

Teaching staff

No special training regarding the experiment was arranged for the teaching staff apart from information given at the beginning on the experiment and the nature of adult education. Most of the part-time teachers were from comprehensive schools and thus familiar with the contents of comprehensive school syllabuses and examination requirements. Some of them, however, lacked experience in adult education.

Joint discussion sessions between the project personnel and the part-time teachers came at a later stage and these were then arranged as necessary at intervals of 2-4 months.

4. Participation

An adult who has set himself/herself a demanding study goal is in many ways in a difficult situation. Problems include fears associated with the difficulty of subjects studied, feeling of ignorance, lack of time, negative attitudes expressed by one's family or the rest of the social environment, social insecurity in the study circle etc. This being so, person-to-person discussions, study counselling and other types of psychological support turned out to be of great importance for the students. Psychological tutoring of the above type was given to the students by the college's principal and the project's researcher; the telephone and person-to-person discussions are examples of the tools used.

At one stage the experiment and studying was threatened by a crisis which had its roots in dissatisfaction felt towards teaching. Due to this situation, the collaboration between the project personnel and the students was organized in the following manner: meetings attended by the principal,

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the project researcher and the students were arranged at the beginning and the end of each two-week study period. These meetings strengthened the esprit de corps and "cleaned the air", so to speak, and many practical matters were settled during them.

D. INPUTS

1. Students

The number of students involved in the experiment over the years was as follows:

	Enrolled	Began studies	Dropped out (%)
1982-83	43	38	7
1983-84		24	5
1984-85		22	2

Nearly 90 % of the students were women. The age distribution was as follows:

Age group	% of total
20-29 years	22
30-39 years	55
40-49 years	23

Most of the students had a family with 23 % having children not yet at school and 45 % with children of comprehensive school age. Approximately 80 % of the students went to work, a fifth were housewives and one person was unemployed. Both the service sector as well as industrial trades were represented in the training background of the students.

Nearly 90 % of the students had primary school as their prior education. Some had at one time or another commenced lower secondary school studies and then later dropped out. More than half were totally without vocational training or , having such training, it was less than a year in length. The rest had vocational training 1—4 years in length.

2. Educational needs

Comprehensive school studies for adults alongside family life and work, for example, is demanding and time consuming. For this reason it is necessary to look for and develop such teaching systems as will take into account in a flexible manner the life situations of adult students but in so doing still continue to afford sufficient support for the learning process. Evening colleges are limited to the bigger cities and thus are not able to serve the entire adult student population. The network of adult education centres covers the whole country and thus provides one alternative in making comprehensive school education available to adults.

3. Personnel

Administrative personnel

The experiment was led by the principal of the Laitila-Pyhäranta Adult Education Centre as part of his duties as principal. In addition, a temporary researcher's post was established to include experiment planning, management, overall administration and research; a senior lecturer from the University of Turku was chosen for this task.

Part-time teachers

The actual teaching work was carried out by nine part-time teachers employed by the Centre for the purpose. Most of these teachers were from comprehensive schools.

Other personnel

The office routines connected to the experiment were carried out by a member of the Centre's permanent staff partly along with her other office work. In addition, three persons employed using job-creation funds took part in the office tasks during the years of the experiment.

4. Content

The subjects taught were the ten comprehensive school subjects the passing in which is required for the awarding of the comprehensive school certificate to adults who have already completed primary school. See adjacent array.

Subjects studied, number of lessons, and schedules over the years

	Number of lessons							
	autumn -82	spring -83	autumn -83	spring -84	autumn -84	spring -85	Total	Examin. date
Finnish	36	44	--	--	--	--	80	IV.83
Geography	--	--	--	--	--	--	--	IX.83
Chemistry	--	--	18	--	--	--	18	XII.83
English	20	32	40	48	--	--	140	V.84
Biology	--	--	--	--	2	--	2	X.84
Physics	--	--	--	--	18	--	18	XI.84
History & Soc.Stud.	--	--	--	--	10	10	20	II.85
Maths	16	20	14	20	22	28	120	V.85
Swedish	--	--	24	28	44	44	140	V.85
Total	72	96	96	96	96	82	538	

5. Finance

The costs of the experiment were partly included in the Centre's normal education budget in covering which government subsidies amount to 70 %. Other sources of finance (particularly government subsidies for experimental work) were used to cover the remaining costs.

a) Total costs of the project

The total costs of the project during the years 1982-85 were as follows:

— costs included in the Centre's normal budget (teaching, facilities, use of salaried staff)	196 283 Fmk
— costs included in the experiment budget	64 000 Fmk
TOTAL	260 283 Fmk

b) Receipts and expenditure for 1984

The receipts and expenditure for the experiment for 1984 were as follows:

Expenditure 1984	Fmk	Receipts 1984	Fmk
1. Use of Centre's salaried staff (entitled to normal government subsidy: principal, full-time teacher, office staff, cleaning)	40 414	1. Financed via Centre's normal education budget: — municipality (30%): 8 536 — government (70%): 43 250	61 786
2. Part-time teachers' salary expenses (entitled to normal government subsidy)	21 372	2. Government's experiment grant (leading of experiment, research, correspondence education, educ.mat.)	15 000
3. Other personnel expenditure (leading of experiment, research, correspond. educat. remuneration)	17 397	3. Fees from students (educational material)	2 495
4. Educational tools and materials	7 324	4. Special grant from municipality	10 298
5. Stationery and other office expenditure	1 304	5. Miscellaneous	—
6. Advertisements, printing	600		
7. Miscellaneous (travel)	1 168		
TOTAL	89 579		89 579

c) Breakdown of the total budget into various sources of receipts

	Fmk		%
Municipality of Laitila	73 220		28.1
— via normal budget 50 619		19.4	
— via special experiment budget 22 601		8.7	
Government	182 108		70.0
— normal govt. subsidy 118 108		45.4	
— govt.experiment grant 64 000		24.6	
Students	4 995		1.9
— students' fees for educat. material			
TOTAL	260 283		100.0

d) Personnel salaries

Personnel salaries amounted to the following sums:	
— work included in normal duties (included in normal education budget)	115 300 Fmk
— salaries of part-time teachers included in normal education budget	60 256 Fmk
— other personnel expenditures (salaries and remuneration, incl. social security and pension contributions, of staff employed expressly for the experiment)	40 000 Fmk
— miscellaneous	
TOTAL	215 356 Fmk

e) Personnel number and recruitment

	Number of personnel throughout the experiment	
Administrative personnel		2
— Centre's permanent staff (principal)	1	
— temporary personnel recruited expressly for the experiment (project researcher)	1	
Instructional staff		9
— full-time teachers	—	
— part-time teachers	9	
Other personnel		5
Office staff		
— Centre's permanent clerk	1	
— office employee recruited using job-creation funds	1	
Cleaning staff	1	
Experts		—

Personnel salaries represented 83 % of the total experiment budget.

6. External facilities and materials

The comprehensive school syllabuses were taught in facilities provided by the senior secondary school in Laitila. The Centre had rented a classroom well suited for the needs of a group of adults. There was a cafeteria conveniently in the same building.

● ● ●

ON THE USE OF A LOCAL TELEVISION NET AS AN EDUCATIONAL TOOL IN AN ADULT EDUCATION CENTRE

A. PREMISES OF THE PROJECT

The experiment was carried out at the Laitila-Pyhäranta Adult Education Centre in 1984-85. The organization and region are the same as in the case of the comprehensive school experiment of 1982-85 conducted at the centre.

B. THE OBJECTIVES

1. The goals

The objective of the experiment was to develop cooperation between the Adult

Education Centre and the local cable television company in providing educational services for the local population. The experiment aimed to find out to what extent information put out by the Centre was actually received and to what extent the popularity of the Centre's conventional education programmes and lectures is increased by the guided education and information transmitted over the TV medium. In other words, the goal of the joint effort by the Adult Education Centre and the local TV station was to try to contact that section of the community which otherwise would not participate in the activities arranged by the Centre.

2. Results

The experiment served to show that Adult Education Centres are able to extend their normal education programmes to a larger audience by inviting local television stations to assist them. A questionnaire over the phone to measure the viewing frequency of programmes produced by the Centre revealed that lectures of general interest had been watched in 155-555 homes depending on the program. Programmes with practical themes were watched in 255-810 homes. This is a good result as some 1500 homes have joined the cable television net.

Broadcast via TV the Adult Education Centre's education programme went across to a large group. The group is mainly made up of persons who have not enrolled themselves as students at the Centre.

Educational programmes on the TV are not as involved as those held in the Centre's study circles. Lectures of general interest may have a future transmitted over the TV. People can't be bothered coming to lecture halls but will turn on their sets when this type of programme is offered on the local channel.

Handicrafts programmes, on the other hand, were useful in giving a general picture of the nature of a craft. When desiring more intensive activity people turn up at activities arranged by the Centre.

The cable-TV educational programmes brought the Adult Education Centre and its activities closer to the public. The Centre intends to carry on with transmitting programmes of current interest on the cable network.

The collaboration between the Adult Education Centre and the cable television company entails benefits for the latter as well. Small local TV companies don't generally have resources to produce programmes of their own nor purchase them. They are left with the alternative of transmitting local events. The experiment had, thus, the effect also of strengthening the cable-TV company's position through programmes of interest being made available to it by the Adult Education Centre.

C. THE PROCESS

1. Planning

Cable television transmissions in Laitila began in 1982. In 1983-84 the Adult Education Centre in Laitila and the University of Turku joined forces in a trial transmission via cable television of a series of lectures on civil law. A viewer interview later revealed that the lectures had had a surprisingly large audience.

This encouraged the organizers to carry on with the work. Plans were put under way to at the Centre to develop co-operation between the Adult Education Centre and the local TV station in the form of an experiment. The National Board of General Education granted a subsidy for the experiment for the years 1984-85.

2. Methods

The experiment was carried out by using the local cable TV network to transmit educational programmes produced at the Centre. The programmes were of three different categories:

1) General Studies Lecture Series

"Problems in Everyday Life" consisted of lectures of current and local interest. Four lectures were transmitted both in the autumn of 1984 and the spring of 1985. Each programme was about one hour in length.

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An introduction of about 15 minutes in length by an expert was followed by a discussion between the expert and the programme's compere, the latter having familiarized himself/herself beforehand with the subject matter of the introduction. Viewers were given the opportunity of calling directly if they wished to put questions to people on the screen.

2) Teaching of Practical Subjects

The traditional subjects taught at the Centre (i.e. dress-making, weaving, porcelain decoration and making things out of straw) were televised in the form of short series of 3-4 parts. The goal was to put across the principles which would then arouse people's curiosity. Parts of the straw crafts course were replayed just before the Christmas of 1984.

3) Course for Elected Municipal Representatives

In the spring of 1985 the Adult Education Centre was the venue for deputy notary training organized under the auspices of the Open University of Turku. This included amongst other topics lectures dealing with the functioning of municipalities. With these lectures as the basis, a course for municipal delegates was televised over the cable-TV network. Lectures on municipal law were televised direct in the form of four one-hour programmes. They were repeated during the same week. The timing was arranged so that both old and new municipal delegates were able to take part. The programmes included illustrative material and demonstrations.

3. Development

The preliminary planning for the experiment had been done expertly and it proceeded largely as planned. Since the experiment took place within a small community where people knew one another, it was also possible for all those concerned to discuss matters related to the experiment in conjunction with informal meetings. No separate training was arranged for the personnel involved in the experiment.

Personnel development consisted mainly of preparing together for the televising sessions.

4. Participation

The entire population was seen as being the potential student body who would, it was hoped, watch the programmes and become interested in the topics and the rest of the Centre's educational activities. Viewers of the General Studies lectures were encouraged to call the studio direct with any questions that they may have.

D. INPUTS

1. Participants

The Laitila cable-TV had during the time of the experiment in 1984-85 an audience of some 1500 households. A series of telephone interviews, constituting a sample of 10 %, were carried out in the spring of 1985 to find out how great a proportion of the households had watched the Centre's educational programmes.

The following table shows the size of the audiences for the various programmes.

Table 1.
Size of cable-TV audience estimated on the basis of the sample.

Programme	Number of households estimated as having watched the programme
Making Things Out of Straw	810
Weaving	630
Dressmaking	255
Municipal Law lectures	525
Problems of Everyday Life lectures: Man and Environment	435
Are We Mentally Ill	315
A Regulating State or Local Democracy	135
Which Way Laitila	570
New Vistas in Biology	180
The Future of Agriculture and the Rural Environment	375
The Society of Tomorrow	330
Which Way Laitila: Womens' Viewpoint	555

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2. Educational needs

There has been a lot of discussion in Finland over the past few years on the matter of multimedia teaching as applied to adult education; e.g. radio, television or correspondence courses being combined with local education in classroom situations.

Some educational programmes are shown on the national TV channels for viewing by students both individually or in groups. Cable-TV is also available now in many places around the country. Thus, an interesting matter needing looking into is that of how local adult education centres, by making use of the cable-TV network, might be able to enrich their activities and contact new students.

The advantage that local cable-TV has is just that-its being local. It is in a position to televise programmes with a local texture which is something that the national channels lack. This should always be borne in mind in the contacts between adult education centres and local television companies.

3. Personnel

Administrative personnel

The experiment was supervised by the principal of the Centre as part of his duties.

The planning and organizing of the experiment was the joint responsibility of the principal and the part-time planner-coordinator temporarily recruited for the project, a senior lecturer from the University of Turku.

Teachers

The coordinator, lecturers representing various fields of expertise, part-time teachers and students of the Adult Education Centre participated in the realization of the educational programmes as follows:

General Studies lectures: Compere (coordinator), six lecturers and representatives of various political parties

Practical subjects: Four part-time teachers accompanied by approx. twenty students

Other personnel

The office routines of the experiment were attended to by the Centre's office assistant alongside her other tasks.

The camera work for the programmes was carried out by a camera crew of five.

The telephone interviews concerning programme viewing were carried out on a voluntary basis by members of the regional Junior Chamber of Commerce.

4. Content

The following is a list of topics and educational programmes produced by the Adult Education Centre and televised via the Laitila cable-TV network:

"Problems of Everyday Life" General Studies Lecture Series: Central Questions Connected to the Relationship Between Man and the Environment. Are We Mentally Ill? Regulating State or Local Democracy? Which Way Laitila? New Vistas in Biology. The Future of Agriculture and the Rural Environment. What Will Tomorrow's Society Be Like? Which Way Laitila: The Womens' Viewpoint.

Making Things Out of Straw: What straw can be used for. Characteristics of the material. Making Christmas decorations out of straw.

Weaving: Selecting the material. Estimating the amounts needed. Setting up. Different stages in weaving. Display.

Dressmaking: Making a local national costume.

Course for Municipal Delegates: The responsibilities and duties of municipal delegates. Local council's powers of decision, their use and delegation. The responsibilities and duties of municipal boards. Supervision of municipal administration.

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Porcelain decoration: Basic materials. Various techniques. Metals in porcelain decoration. Gilding. Using brushes. Looking after brushes.

5. Finance

Part of the experiment's expenses were included in the Centre's normal education budget of which the government subsidy covered 70 % . Other sources (particularly the government grant to experimental work) were used to cover those expenses which were left without government finance. In addition a considerable amount of voluntary work was also put into the realization of the project.

a) Total expenses of the project

The project's total expenses in the years 1984-85 were as follows:

— expenses included in the Centre's normal budget (education, facilities, use of salaried staff)	13 356 Fmk
— expenses included in the experiment budget	26 612 Fmk
Total	39 968 Fmk

b) Expenditures and receipts in 1984

The experiment's expenditures and receipts in 1984 were as follows:

Expenditure 1984	Fmk	Receipts 1984	Fmk
1. Use of the Centre's salaried staff (entitled to normal govt. subsidy: principal, office staff)	6611	1. Financed via the Centre's normal budget: a) municipality 30%:1923 b) government 70%:4628	6611
2. Part-time teachers' salaries (entitled to normal govt. subsidy)	—	2. Government experiment subsidy	10 000
3. Other personnel expend. (TV-lecture & planning fees)	5 112	3. Fees from students	—
4. TV equipm. hiring fees	6 500	4. Municipality's special grant	1 612
Total	18 223	Total	18 223

c) Breakdown of the total budget into various sources of receipts

	Fmk	%
— municipality	5 619	14.01
— normal govt.subsidy	9 349	23.04
— govt. experiment grant	25 000	62.05
— fees from students	—	
TOTAL	39 968	100

d) Personnel salaries

Personnel salaries amounted to the following sums representing 54.2 % of the experiment's total budget.

— work carried out alongside normal duties	13 356
— part-time teachers' salaries incl. in normal education budget	—
— other personnel expenditures (salaries and social security fees and pension contribut. of persons recruited for the experiment)	8 292
— miscellaneous	—
TOTAL	21 648

e) Personnel number and recruitment

	Number of personnel during the entire project	
Administrative personnel		3
— permanent staff(principal)	1	
— part-time coordinator, recruited temporarily for the project	1	
— Laitila TV's manager	1	
Teaching staff		31
— full-time teachers	—	
— lecturers	7	
— part-time teachers	4	
— students	20	
Other staff		16
— office staff	1	
— interviewers	10	
— TV camera crew	5	

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AN EXPERIMENT IN OFFERING ART COURSES AT DIFFERENT LEVELS

A. THE PROJECT'S PREMISES

1. Organizing body

The experiment was carried out in 1981-84 at the Tapiola branch of the Espoo Adult Education Centre. The Centre is bilingual and it is owned by the City of Espoo. In addition to its headquarters the Centre has five branches of which Tapiola is one. The annual enrollment figure at Tapiola is approximately 3000.

2. Region

Espoo is situated nextdoor to Helsinki. It has a population of about 160 000 and is in fact the third largest city in Finland.

B. THE OBJECTIVES

1. The goals

The objective of the experiment was to make the teaching of art subjects to adults in Adult Education Centres more efficient and to develop it by grading instruction into various levels and by drawing up curriculums as guidelines for the teaching of art subjects.

Like elsewhere in the country, art subjects are taught on a big scale in the Espoo Adult Education Centre. The standard of teaching which is carried out largely with the help of part-time teachers is often quite variable. Examples of other problems include that of some applicants being left out (in 1982-83 there were 22 prospective students on the waiting list at Espoo) and that students are not able to progress in their studies in accordance with their talents due to instructional limitations and thus find themselves "stuck" to a certain level.

The purpose of level grouped instruction is to offer students the possibility of advancing systematically in their art studies. The experiment aimed at finding answers to the following questions:

1. From the point of view of Adult Education Centre art students, with instruction being graded into four levels, which teaching contents would be practicable for the various art subjects included in the experiment?
2. Will the grading of instruction into four levels have the effect of increasing a student's knowledge and skills so that he/she can continue with the pastime independently?
3. What are the reasons which bring people to art classes?
4. What effect will grade instruction have on the students' drop-out and attendance figures and on the viability of groups?
5. What are the students' attitudes as consumers of art?

2. Results

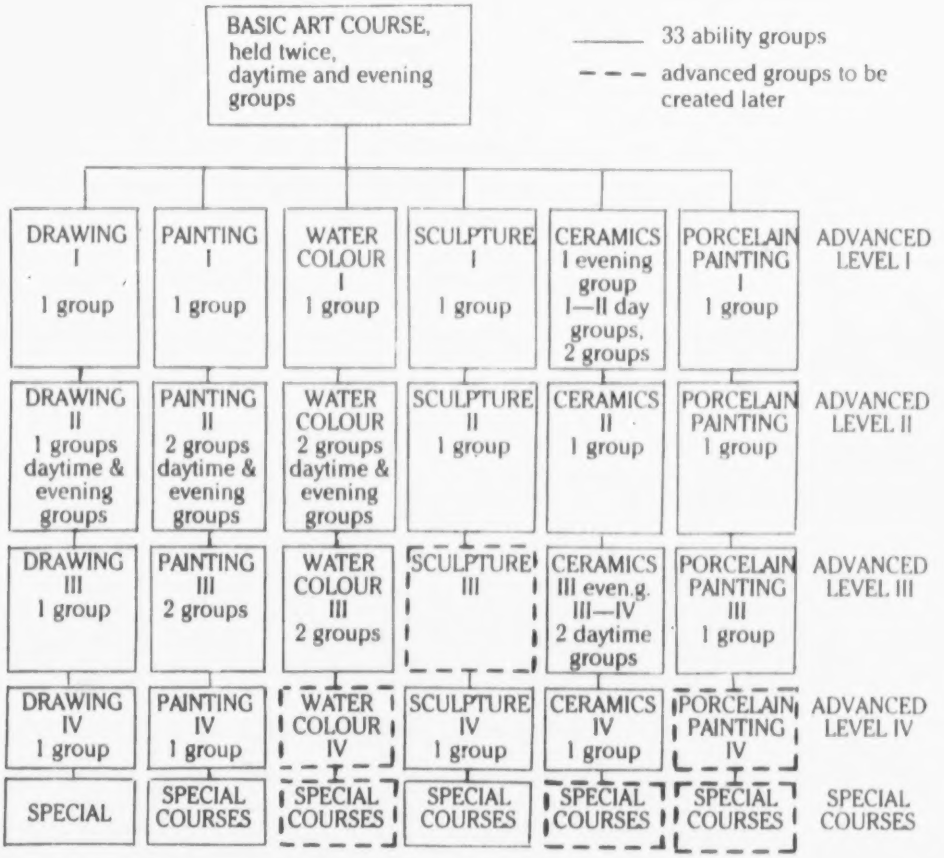
The project resulted in outline plans being drawn up for the teaching of various aspects of art; these plans can be put to use in other adult education centres, too. Another achievement was the creation of a model for the organizing of art teaching at large adult education centres. The outline plans are seen as helping, for example, teachers in their job.

Graded instruction results in improved turnover among students. This is of significance in situations where demand for art instruction exceeds supply. With ability grouping being practised, students are able to advance according to their talents.

The students' opinions regarding the knowledge and skills to be gained from graded instruction were highly positive according to the questionnaire conducted in the autumn of 1983 (344 responded which is 80 % of the advanced level students). Depending on the question, 65-72 % of the respondents were of the opinion that their knowledge and skills and capacity for independent work had increased as a result of instruction either very much or by a fair amount. The replies given also showed that adults enrolled in art classes at adult education centres are quite keen to develop themselves artistically.

The fruitfulness of systematically proceeding instruction is also evidenced by the fact, for example, that works by some of the most advanced students have been accepted to art shows and some are planning to hold private exhibitions.

Figure 1. Art subjects teaching experiment: situation in 1983-84


BASIC ART COURSE, held twice, daytime and evening groups
——— 33 ability groups
– – – advanced groups to be created later
DRAWING I 1 group
PAINTING I 1 group
WATER COLOUR I 1 group
SCULPTURE I 1 group
CERAMICS I evening group I—II day groups, 2 groups
PORCELAIN PAINTING I 1 group
ADVANCED LEVEL I
DRAWING II 1 groups daytime & evening groups
PAINTING II 2 groups daytime & evening groups
WATER COLOUR 2 groups daytime & evening groups
SCULPTURE II 1 group
CERAMICS II 1 group
PORCELAIN PAINTING 1 group
ADVANCED LEVEL II
DRAWING III 1 group
PAINTING III 2 groups
WATER COLOUR III 2 groups
SCULPTURE III
CERAMICS III even.g. III—IV 2 daytime groups
PORCELAIN PAINTING III 1 group
ADVANCED LEVEL III
DRAWING IV 1 group
PAINTING IV 1 group
WATER COLOUR IV
SCULPTURE IV 1 group
CERAMICS IV 1 group
PORCELAIN PAINTING IV
ADVANCED LEVEL IV
SPECIAL
SPECIAL COURSES
SPECIAL COURSES
SPECIAL COURSES
SPECIAL COURSES
SPECIAL COURSES
SPECIAL COURSES

C. THE PROCESS

1. Planning

The experiment has its origins in the wide scale on which art subjects are taught in adult education centres and also in the variable standard of art teaching. Plans for the experiment were put under way at the Espoo Adult Education Centre in 1979-80 when course objectives and contents were being defined for art teaching. In the autumn of 1980 instruction was divided into two levels (basic and advanced). This led to more expansive discussion on the teaching contents and to putting to practice of teaching graded to several levels. The experiment plan was approved by the National Board of General Education as a national experiment for the years 1981-84 and granted a government subsidy for the purpose.

2. Methods

In the experiment the teaching of art subjects was organized to take place in ability groups with curricula leading on from one level to the next.

Instruction in the subjects experimented with (See Section D.4 Content) was organized as shown in Figure 1 on page 14.

Students proceed from one level to the next according to their abilities and individual pace. Beginners were generally directed to the basic course on completing which they proceeded the following year to the I course of their choice at the advanced level. With this completed, students proceeded onto courses at the following (II-IV) levels.

The curricula are put together in such a way that the first two levels provide students with the basic skills. The curricula are by nature cyclical; i.e. certain basic matters are repeated alongside the other subject matter at more depth at each level. Later on at the III and IV levels the aim is to enlarge and deepen that which has already been learnt and to encourage students to express themselves in a personal manner. In addition, general knowledge of the world of art is augmented by introducing students to the development of various artists, trends and ways of expression.

3. Development

Teacher development

The part-time teachers who participated in the experiment did not receive special training. The teachers did, however, participate in training and discussion sessions arranged for art teachers.

Furthermore, the person leading the experiment (the senior art teacher at the Centre) kept close contact with the part-time teachers. The part-time teachers have during the experiment also participated in reviewing the curricula in the form of group work as well as individually.

4. Participation

Students were exposed to systematic study counselling both on enrolling for studies as well as during it. Beginners were generally directed to the basic course. Those who enrolled for the advanced courses were given guidance by the senior art teacher. The teaching contents of the various ability groups and the requirements they set on prospective students were explained in order to find a suitable ability group for each student.

The students' progress was also monitored during the experiment. Owing to the fast tempo of their development and their exceptional talents some students were directed to skip a level and carry on at the next one.

D. INPUTS

1. Participants

Over the years adult art students participated in the experiment as follows:

	Groups	Students
1980-81	16	
1981-82	21	420
1982-83	27	474
autumn 1983	33	514

81 % of the students were women and 19 % men. The various age groups were represented fairly evenly:

Age group	%
16-29 years	23
30-39 years	18
40-49 years	18
50-59 years	18
60-69 years	15
70 + years	5

44 % were employed, 20 % worked at home, 11 % were students, 22 % were on pension and 1 % were unemployed.

Instruction per week per group amounted to three hours. There were altogether 12-13 sessions.

2. Educational needs

The teaching and studying of art subjects at adult education centres is quite extensive. In the academic year 1980-81 art subjects were studied at the 272 adult education centres in the country by 81 980 adult students (i.e. over 10 % of the total number of students). Altogether some 206 560 instruction hours were held at over 100 adult education centres with teaching standards and goals often varying a great deal.

The purpose behind this experiment was to find such a model for organizing instruction as would enable systematic support to be given to art students in developing their skills and powers of expression.

3. Personnel

Administrative personnel

The experiment was supervised by the senior art teacher at Espoo Adult Education Centre; his tasks entailed planning the experiment, organizing it, monitoring its implementation, writing the annual reports, reporting on the use of the government subsidies, guidance and interviewing people. The principal also took part in supervising the experiment.

Both the principal and the senior art teacher are members of the permanent full-time staff. The experiment took up only a part of their normal working hours.

Teachers

The Centre's senior art teacher(full-time) and part-time art teachers taught the groups in the experiment. The numbers of part-time teachers involved in the experiment over the years were as follows:

Academic year	Number of part-time teachers
1981-82	13
1982-83	16
1983	21

The professions represented by the part-time teachers included visual arts teachers, professional artists, and ceramics artists. Four of them had completed the Adult Education Centre teaching practice.

Other personnel

The office routines connected to the experiment were carried out by two members of the Centre's permanent staff alongside their normal duties. Only a small part of their work contribution was directly involved with the experiment. Another two persons were recruited temporarily to assist in typing and statistical duties during the busiest moments.

4. Content

The following sectors of the visual arts subjects, graded according to ability groups, formed the teaching contents of the experiment:

- Basic Visual Arts course for beginners
- Advanced Level I courses: Drawing, Painting, Watercolour, Sculpture, Ceramics, Porcelain Painting
- Advanced Level II courses in the above subjects
- Advanced Level III courses in the above subjects
- Advanced Level IV courses in the above subjects
- Special courses in the above subjects.

Basic Visual Arts course is aimed at students who, prior to enrolling to study some sector of the visual arts, wish to obtain a general view of the field of visual arts and augment their capacity for visual expression, creative design, and aesthetic visual experiencing.

Content: lectures and sample works are used as means of introducing students to the basics of composition, use of colours, photography/ cinematography/ cartoon strips as means of artistic expression, and (as appropriate) to ethnology and the history of the visual arts.

Duration: one term (i.e. 12-13 weeks or 36 hours)

Advanced Levels I, II, III and IV courses in various sectors of the visual arts.

Advanced Level I courses introduce students to the basic techniques and tools of the sector in question, the foremost work methods, and the basics of composition. In addition, the course aims at extending the students' general knowledge of the history of the sector and the current phenomena taking place in it.

Courses at Advanced Levels II, III and IV provide students with further practice, diversifying the skills developed at Level I courses. General knowledge of the sector is deepened. The students' individual styles, manners of expressing themselves and their capacities to carry on as individual devotees of the visual arts are strengthened to the extent that is possible through personal guidance.

5. Finance

The costs of the experiment were largely contained in the Centre's normal education budget of which 70 % is covered by a government subsidy. Other sources of finance (foremost among them being the government experiment grant) were used to cover those expenses which were left outside the government subsidy.

a) Total expenses of the project

The total expenses of the project for the years 1981-84 were as follows:	
— expenses included in the Centre's normal budget (instruction, facilities, use of salaried staff)	608 676 Fmk
— expenses included in the experiment budget	44 000 Fmk
TOTAL	652 676 Fmk

b) Expenditures and receipts in 1983

The experiment's expenditures and receipts in 1983 were as follows:

Expenditure 1983	Fmk	Receipts 1983	Fmk
1. Use of Centre's salaried staff (entitled to normal govt.subsidy: principal, full-time teacher, office staff	80 000	1. Finance via Centre's normal education budget: a) municipality (30%): 85 560 b) government (70%): 199 640	285 200
2. Part-time teachers' salaries (entitled to normal govt.subsidy)	188 700	2. Government's experiment grant (drawing up and checking of curricula, educational material, office work, stationery)	14 471
3. Other personnel expenditures (experts, models, checking of curricula, office work)	7 114	3. Tuition fees from students	—
4. Teaching tools and materials (painting and drawing material)	6 720	4. Municipality's special grant	—
5. Stationery and other office expenditures	637		
6. Rent for facilities	16 500		
Total	299 671	Total	299 671

c) Breakdown of the total budget into various sources of receipts

	Fmk	%
Municipality of Espoo		
— via normal education budget	182 603	28.0
— via special experiment budget	—	—
Government		
— normal govt. subsidy	426 073	65.3
— govt.experiment grant	44 000	6.7
Students	—	—
TOTAL.	652 676	100.0

d) Personnel salaries

Personnel salaries amounted to the following sums:	
— work carried out alongside normal duties	240 000 Fmk
— part-time salaries included in normal budget	315 900 Fmk
— other personnel expenditures (salaries of persons recruited expressly for the experiment incl. social security and pension contributions)	17 315 Fmk
TOTAL	573 215 Fmk

Personnel salaries represented 87.8 % of the total budget.

e) Personnel number and recruitment

	Personnel number during the entire project	
Administrative personnel		2
— Centre's permanent staff (principal, senior art teacher)	2	
Teaching staff		31
— full-time teachers	1	
— part-time teachers	30	
Other personnel		4
Office staff		
— permanent staff	2	
— temporarily recruit. project staff	2	
Experts		2

6. Setting, facilities and materials

The visual arts teaching at the Tapiola branch of the Espoo Adult Education Centre takes place in industrial premises. The branch has at its disposal five renovated rooms on the first floor with room sizes varying from 7 x 10 m to 6 x 6 m. Due to the size of the rooms, the size of the groups is limited to either 20 or 15 students. The rooms are provided with blackboards and screens. The audio-visual equipment is sufficient; there is an OH projector in most of the rooms, two slide projectors, one film projector and a photostat machine. There is a sufficient number of drawing stands available. Storage space has been insufficient and attempts have been made to ease by bringing in extra cupboards. The ceramics oven and three potter's wheels are located in one of the rooms. Lighting consists of conventional fluorescent tubes fixed to the ceiling. Two rooms are set up with additional adjustable spot-lights fixed onto rails in the ceiling. The Centre's collection of over 600 slides is on hand and slides may be borrowed also. Apart from being slightly cramped, the facilities are good.

The facilities are used quite a lot. In addition to the groups involved in the experiment (33 groups in the autumn of 1983), several other art and textile groups meet in the same facilities. Daytime groups tend to meet mainly between 10 a.m. and 12.30 p.m. with some activity taking place in the afternoons as well, between 1 p.m. and 3.30 p.m. The evening groups start at 6 p.m. and go on until 8.30 p.m., with some carrying on even later. Friday's evening groups have been scheduled to begin a little earlier at 5.30 p.m. to finish at 8 p.m. The Friday evening groups have proved to be the most difficult of the evening groups to start off with full attendance.

Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name Jorma Kauppinen Phone number 955-1912100

Organization Mikkeli county govrenment, department of education

Street Address Mikonkatu 5 50100 MIKKELI

City or Town Mikkeli State or Province Mikkeli

Nation Finnish

2. Check whether this case is based on

(X) an actual program

(   ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

cooperative program of adult education services on municipal level

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). ______

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

county government and municipal authorities

6. Basic characteristics of service area

A. 16300 km^2 (land), 21700 km^2 (total, land + water) geographic size (such as square miles or kilometers)

B. 200000 population (number of people living in area)

C. 12.9 pers/km^2 urban/rural (density of population)

D. ______ worldwide

7. Year(s) covered by the case description 1981-1987, and continuing with normal administrative work

JORMA KAUPPINEN

THE BEGINNING OF ADULT EDUCATION PLANNING AT THE MUNICIPAL LEVEL IN THE COUNTY OF MIKKELI

A. BACKGROUND

The County of Mikkeli has 29 municipalities and a population of approximately 200 000. The working population numbered 93 000 in 1985; about 20 % were employed in agriculture and forestry, and another 20 % in industry. Farms in the county are typically small in size. Metal industry is the biggest industrial sector with the woodworking industry coming second. Societal and personal services sector is growing rapidly.

The county does not have a university. Secondary level education establishments are 28 in number, and they are able to accommodate the needs of the county. Vocational adult education is offered by the Course Departments of vocational schools and colleges and by two vocational course centres. Eight folk high schools and 17 adult education centres concentrate on providing basic adult education. In addition, various associations run courses and advisory services. Each municipality has a public library. Educational services in the county are distributed fairly evenly among the four equally powerful economic regions.

B. GOALS

The Education Department of the County Administrative Board (CAB)initiated the project as early as in the 1970's when the adult education services in the county were surveyed and discussions were held concerning the possibilities for cooperation and division of tasks between the adult education establishments. The group responsible for the project at the Education Department consists of the inspector of popular education, inspector of vocational education, a planner and a research secretary. These people look after the project as an extra duty.

CAB has arranged four adult education seminars for the representatives of the municipalities. The theme of these seminars has been the development of adult education at the municipal level. CAB has compiled the experiences brought forward into the form of directives which have been then forwarded to the municipalities.

An adult education committee or its equivalent has been appointed in each municipality. These specialist bodies are of two types: 1) municipal committees

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selected on political grounds and 2) advisory committees made up of representatives of the local education establishments. The former have had more chances of having adult education included in municipal plans; the latter have concentrated on exchanges of information between the education establishments.

With the educational demand and educational supply mapped out, the next step has been to commence making plans for developing the services, the goal being to get the most out of the resources.

In the case of quite a few adult education plans drawn up in municipalities the goal is to support the natural means of living in the municipality. This fits in well with the county's Eco-county campaign. Nevertheless, the new technology is not considered to be in conflict with this idea. The tendency is, in connection with the new technology, to lay stress on ecological values being taken into account.

C. THE PROCESS

What is in fact involved here is a project concentrating on the administration and organization of adult education. It is likely that as the project progresses, certain educational contents will also be dealt with in detail. One such area may well be biodynamic agriculture, spreading information on it among those who work in agriculture.

For the present, the CAB working group has drawn up reports and directives, arranged seminars, and made visits to municipalities and education establishments. It can, indeed, be said that on the part of CAB at least the emphasis has been on guidance visits of this very type. Local adult education services have become familiar and problems encountered have been discussed together. In this way information from the municipalities has been relayed to the county, and municipal working groups, in turn, have received stimulii for their work. Were such visits not made, it would be very difficult at CAB to picture, merely on the basis of written reports, the problems encountered in practice. The municipal working groups have produced written reports on their work which have been forwarded to CAB. The work of the working groups has also been made use of in drawing up municipal plans. In some cases brochures on adult education services have been distributed within the municipality.

D. INPUTS

1. Participants

Adult education services are used in an imaginary municipality in the County of Mikkeli in the following manner:

Service	% of population participates
library	50
adult education centre	20
folk high school	1
vocational adult education	1

The figures are intended only to give an idea of the order of magnitude. Vocational adult education includes only those services which are offered by society; the in-service training offered by employers which is fairly extensive is excluded.

The study here referred to is largely a leisuretime activity. Vocational adult education is, in a sense, the crux of the above system of services. Its aim is to bring about changes in work life, changes in the mark that people make through work on life about them.

2. Training needs

Being by nature administrative development work, the project does not possess actual educational goals. Its goal is to develop education services.

3. Personnel

The working group at CAB has already been mentioned. Some municipalities have appointed a full-time secretary to compile the municipal adult education plan. The working groups in the municipalities have often included the principal of the adult education centre, the commercial ombudsman, the local inspector of schools, the planning secretary and the municipal manager.

4. Finance

The project has been managed largely as extra duty. A rough estimate of the work hours consumed by it annually is about 1500 hours. Expenses other than labour have been negligible.

E. STAGES IN THE PROJECT

The project began in the 1970's gradually as an addition to normal duties at CAB and it is still going on. So far three development stages are discernible:

1. Stage of centrally managed planning

National plans were examined. Adult education services in the county were surveyed. Endeavours were made to outline cooperation and division of tasks between education establishments.

2. Stage of determining municipal capability to provide services

Adult education planning moved largely to municipalities. Municipal working groups made a survey of local adult education services. Development of these service was included in municipal plans.

3. Stage of education needs and information service system being harmonized

Interest was shown towards determining through research the education needs of the population and to provide a theoretical estimate as to the total system required by the information service. Formal training events are simply one, albeit a very important part of the total system ensuring that information reaches all parts of the county.

A partial project, an adult education experiment, is about to be launched in the working area of Mikkeli. Its first stage involves making a thorough survey of the education needs of the population in the area. At the second stage, and partly together with the first stage, the aim is to develop cooperation between establishments which provide education services. One of the goals is for students to be able to compile examination entities from units studied in various education establishments. It is to be hoped that similar developments will take place at the national level as well.

F. EFFECTS

The project has had the effect of making people in the municipalities more aware of adult education. Adult education is an important part of the information service. The total information service system must be made to work in such a way that the know-how level in the municipalities and the county is improved. In the broad sense of the word, information service also includes the dissemination of everyday empirical information alongside the scientific type of information.

The biggest obstacle to the development of adult education services is the fact that the significance of education services (i.e. information service) to the viability of municipalities is not sufficiently recognized. People tend simply to expect quick results, immediately measurable in economic terms. There is, for instance, a willingness to give direct support enterprises despite the fact that education is the only means to results which endure. This project aims at making information service understood in the municipalities and in the county. It pays to invest in knowledge and mental vigour.

Face Sheet
World Perspective on Adult Education

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1. Person who prepared this case description

Name LEA SALMINEN, PLANNER Phone number 90-7061

Organization NATIONAL BOARD OF VOCATIONAL EDUCATION

Street Address HAKANIEMENKATU 2

City or Town 00530 HELSINKI State or Province ______

Nation FINLAND

2. Check whether this case is based on

(X) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

EXPERIMENTS IN VOCATIONAL ADULT EDUCATION

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). ______ F. SECONDARY

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

NAT'L BOARD OF VOCATIONAL EDUCATION

6. Basic characteristics of service area

A. ______ geographic size (such as square miles or kilometers)

B. ______ population (number of people living in area)

C. ______ urban/rural (density of population)

D. ______ worldwide

7. Year(s) covered by the case description 1985-87

LEA SALMINEN

EXPERIMENTS IN VOCATIONAL ADULT EDUCATION

BACKGROUND TO THE EXPERIMENTS

The government's 1978 decision concerning the principles to be followed in planning adult education is based on the work of the Adult Education Committee (Kom.miet. A29:1971 and 28:1975). A temporary organization for adult education development was appointed in 1979 on the basis of the decision of principle. In concluding the task given to it, this organization recommended, amongst other things, that experiments in adult education should be launched for the betterment of adult education. With the work of the develop ment organization (Kom.miet. 36:1986) as the basis, the National Board of Vocational Education (NBVE) put together in January of 1985 the first experiment programme consisting of ten or so experimental projects. The programme has been reviewed annually since then. The experimental programmes have been published in the newsletters of NBVE's Bureau for Curricula.

THE GOALS OF THE EXPERIMENTS

One of the goals is to test the practicability of the recommendations put forward by the temporary development organization (Kom.miet. 36:1986). On the other hand, the experiments are also a means to speeding up the expansion of adult education in the country. Experiment work provides us with regular feedback which is of great importance at this stage of developing vocational adult education.

The temporary development organization emphasized the development of basic general education in connection with vocational adult education. Thus, the experiments approved so far have for the most part dealt with basic general education.

The goals of vocational basic education for adults are the same as those of corresponding education for upper secondary level; the work organization, however, is somewhat different. Adult study is part-time (evening study lines) or sandwiched in such a way that periods of self-study alternate with class room teaching periods of a few days in length held at the educational institution.

The idea is, through the basic education experiments, to develop systems which will make it possible for adults to work and study. The emphasis in further education experiments, for the present, has been in the regional coordination of educational demand and supply and in orienting it.

The following goals are common for all experiments:

— to find out how curricula approved for use in secondary level vocational basic

education are applied in vocational basic education for adults
- to find out how the earlier achievements and work experience of students is evaluated and what principle is followed in giving credit for them
- to find out how study counselling and remedial instruction should be arranged for adults
- to find out the extent to which combined teaching can be utilized in the didactic and pedagogic development of vocational education for adults
- to determine the legislative changes and directives necessary for adult education to be possible in all types of education establishments.

PLANNING

Generally, the experiments have come into being as a result of initiatives from education establishments or other education authorities. These inititatives have been based on local demand: a) people in a specific trade/profession lack the basic vocational education or b) a specific trade/profession has been short of skilled labour and people have then been trained for the trade/profession through vocational basic education.

So far, experimental work has been rather small-scale activity. Owing to a shortage in funds granted to experimental purposes, some initiatives have had to be left out of the programmes.

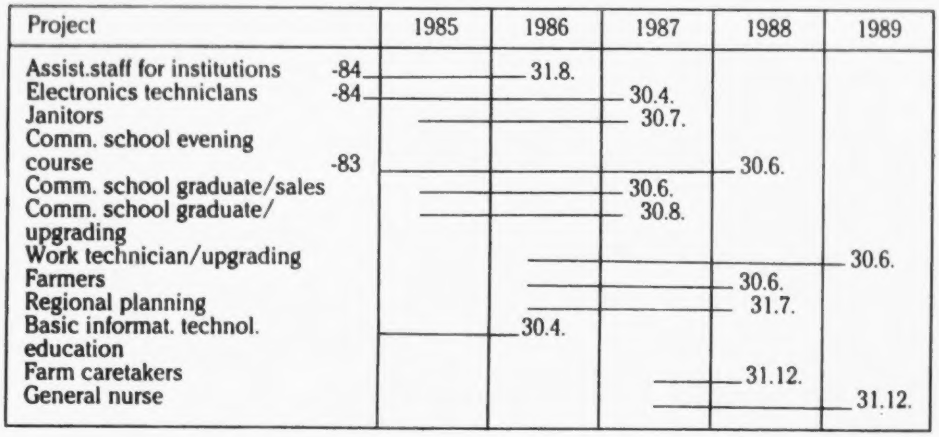
Education establishments, NBVE, and often also the regional representatives of industry and commerce have participated in the planning of the implementation of experiments. Each experiment project has been appointed a supervisor to be responsible for the implementation of the experiment and the monitoring of the results; the supervisor is assisted by a steering group.

EXPENSES INCURRED BY EXPERIMENTS

The actual teaching work involved in the experiments aiming at developing vocational basic education for adults has been carried out using:

a) the education establishment's normal education funds
b) temporary vocational education funds or
c) funds intended for courses.

It has not been possible to employ full-time staff for the experiments; instead, the various jobs involved have been carried out as extra work which has been paid for separately. The Ministry of Education has provided NBVE with an appropriation which has been used to cover most of the expenses caused by the extra work. NBVE funds have also been used for this purpose. Approximately 300 000 FIM were set aside to cover the costs of the experiments during the first year. The sum for the present year is 360 000 FIM.



13c/3

SECTORS INVOLVED IN THE EXPERIMENTS AND TIMING

The following sectors are involved in the experiments aiming at developing vocational education for adults:

- Nursing staff for institutions (e.g. homes for the elderly)
- Electronics technicians
- Janitors
- Commercial school graduates/ Sales study line
- Commercial school graduates' upgrading to college level
- Work technicians' upgrading to technician level
- Farmers

In addition to the above, the experiment programmes have also included:

- the development of evening courses held at commercial schools and colleges
- an experiment in teaching the basics of information technology to adults
- developing the regional planning of adult education.

The following experiments will be implemented in the autumn of 1987:

- Adult education for farmers' wives
- Adult education for general nurses

The timing of the approved experiments is on page 20.

ON THE RESULTS OF THE EXPERIMENTS

By the spring of 1987 only three experiments had come to conclusion and the final report is ready for one of these. Thus, assessment of the results and the benefits of the experiments will not be possible until the reports are available. The following are by nature casual observations based on some intermediate reports and material obtained at meetings held by the steering groups.

The feedback obtained thus far has, however, already been utilized in the drawing up of regulations for the new legislation concerning vocational education.

Organization of teaching

The experiments reveal that we are still too attached to the teacher-dominated classroom instruction tradition. Classroom instruction (apart from work instruction) consists mainly of lecturing. The potential of self-study and the willingness of students to practice it are not exploited sufficiently. It is certainly true that guiding self-study requires "getting used to it" on the part of both teacher and student. The results of a few comparative studies showed that students got better examination results in subjects taught in the conventional manner than in self-studied subjects. Students expressed, however, the wish for self-study alternatives to be developed further as a means of making flexible study possible.

Coooperation between education establishments is not without its problems. In practice, cooperation is prevented by different norms concerning group sizes and fees. Problems of the administrative type as well arise when attempts are made to combine the operations of institutions different to one another (e.g. a correspondence school and a commercial school).

There is still a need for developing study counselling and remedial instruction methods, particularly in the case of evening study lines. Up until now remedial instruction has been made available before the actual lessons. This has meant that those who go to work have not been able to benefit from it. Neither is it possible to offer remedial instruction after normal lessons (after 9 p.m.). In certain cases Saturdays have been set aside for students as a time "to catch up". This solution has been welcomed by the students.

The normal functions (e.g. duplicating, office, etc. services) at vocational education establishments need to be reorganized before the advent of extensive adult education. The experiments have provided us with knowledge about this aspect as well.

Curricula

The principles, according to which curricula approved for the education of upper secondary level were applied to adult education, proved to be basically correct. Problems arose with regard to dividing teaching into modules, in the sequence at

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which subjects were taught, and occasionally in goals being set too high in relation to the time available.

In the end, the possibilities for streaming students according to their abilities were rather limited in the case of the evening study lines. This was particularly the case when there was only the one evening study line at the school. Small-group teaching was possible when several evening study lines were in operation.

Some experiments showed "in the hard way" how teaching should have been implemented. In these cases, teaching was begun at too great a pace and with theoretical subjects (e.g. mathematics, physics, theoretical electrotechnology). The application of what had been learnt took place after too great an interval. Thus, students found it difficult to form an overall concept of the subject. Due to practical circumstances the subjects studied had to be divided into units in such a way that several subjects were studied during the same evening or week. The students would have preferred to concentrate on just a few subjects at a time.

Orientation for teachers

A number of challenges confronting adult education teacher training have already become apparent from the above. Teacher orientation regarding the experiments was primarily the responsibility of each education establishment. Explaining the goals of experiments was easier in those cases where the teachers were members of the full-time staff. However, in cases where the teacher had arrived at the school just a little before the students, there were orientation problems. The teacher was expected to acquaint himself/herself with the principles of vocational basic education, adult education and the functioning of the school all at the same time. In-service training in adult didactics and pedagogy was arranged for all adult educators, but only months after teaching had commenced.

Teaching materials

The same NBVE approved teaching material as is used in the corresponding upper secondary level teaching was used in adult education; exceptions to this practice were those cases where self-study material was produced for experimental purposes. The vocational teaching material was found to be quite useful in adult education, too. In some of the general subjects (e.g. mathematics, physics, chemistry) the students would have needed some individualized material. This was most evident when the students' general education differed a great deal. Many terms (in physics, chemistry, grammar, etc) were unfamiliar to students with primary school background.

The utilization of correspondence schools' teaching material proved to be more difficult than was expected. The production of the material was not on schedule. The exercises were returned to the students according to the rhythm of the correspondence school, not that of the vocational school. There were even cases of students sitting for the final examinations without having received any feedback on their exercises. There is also some room for improvement in the distance education arranged by the vocational school itself.

Other observations

The experiments so far conducted in vocational basic education for adults have proven that studying while working is difficult, particularly in the evening study lines. The number of classroom teaching common to all varied between 16 to 20 h/week. In addition, the students were set self-study tasks and exercises. The biggest difficulties with studying were experienced by those who had to "catch up" with the rest.

Some students were credited for previous achievements or work experience and exempted from studies for certain syllabuses or courses. As yet there is no summary available on the number of exemptions and their effect on the work load of the students concerned.

The students in fact expressed the wish for flexible teaching systems which would enable individuals to proceed at the pace they feel is the best for them. Many were of the opinion that the solution would be study grants of such a magnitude as would enable people to leave work for even a brief period and concentrate wholly on studying.

The terms of employment for teachers do not as yet take sufficiently into account the new tasks that adult education brings with it; i.e. individual guidance, producing of self-study material, correcting self-study exercises, etc. Teachers also felt the pressure of doing long days - but the salary from teaching in the evenings by itself is not sufficient to get by on. Since most schools operate only the one evening study line even teachers with the major subjects assigned to them are unable to accumulate enough lessons per week (the average is 10-12 h/week).

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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

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Name KOSKELA, ILONA Phone number 90 410488

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Street Address TÖÖLÖNTULLINKATU 8

City or Town HELSINKI State or Province ________

Nation FINLAND

2. Check whether this case is based on

(x) an actual program

(   ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

Developmental Work Research Project at the Adult Education Centre for Salaried Staff

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). SALARIED STAFF

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

The Adult Education Centre for Salaried Staff

6. Basic characteristics of service area

A. ________ geographic size (such as square miles or kilometers)

B. ________ population (number of people living in area)

C. X urban/~~rural (density of population)~~ HELSINKI

D. ________ worldwide

7. Year(s) covered by the case description August 1987 - August 1988

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ILONA KOSKELA

DEVELOPMENTAL WORK RESEARCH PROJECT AT THE ADULT EDUCATION CENTRE FOR SALARIED STAFF

BACKGROUND

The Adult Education Centre for Salaried Staff (i.e. Virkailijain kansalaisopisto in Finnish), henceforth referred to as AECSS, is run by the Confederation of Salaried Employees (TVK). It was opened in the autumn of 1961. Since the 1970's, AECSS has been among the major open colleges in Finland. AECSS is located in Helsinki.

Systematic development work has been carried out at AECSS since the late 1970's. The efficient functioning of the organization at AECSS was given top priority when developing the institution. Teaching and the quality of it, although central in the functioning of AECSS, received less attention. Since the 1970's, full-time and part-time teaching staff have, however, had opportunities for further training within the scope of a sum of money allocated for this purpose in the Centre's budget. Since participation in further training has been up to individual teachers' own initiative, the outcome has not been uniform nor has it always been appropriate to the purpose.

The initial impulse to developing the quality of teaching in a systematic manner was the result of didactics courses arranged by TVK as part of personnel training and attended by some members of AECSS's teaching staff. These courses, led by Yrjö Engeström, provided the participants with the fundamentals of cognitive didactics and the activity theory. The Development Work Study Project was launched into being as personnel training under the auspices of TVK with Engeström as the course director.

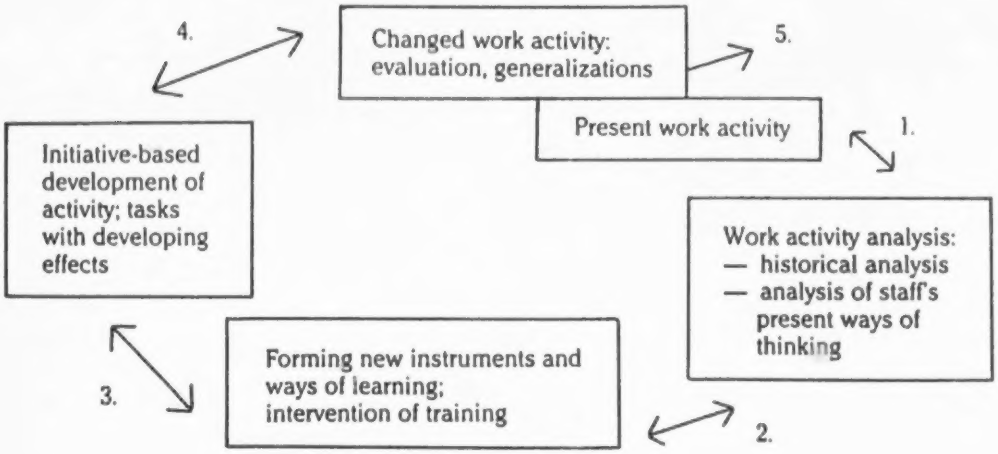
4.
Changed work activity: evaluation, generalizations
5.
Present work activity
1.
Initiative-based development of activity; tasks with developing effects
Work activity analysis:
— historical analysis
— analysis of staff's present ways of thinking
3.
Forming new instruments and ways of learning; intervention of training
2.

Figure 1. The cycle of developmental work research (Engeström 1985). During 1986 the subproject was defined and an activity analysis was carried out.

AECSS has participated in the project in the form of a subproject (one of eight arranged by TVK) titled Improving the Quality of Teaching at AECSS. The subproject has progressed as shown in Fig. 1.

HISTORICAL ANALYSIS OF THE FUNCTIONING OF AECSS

Information for the historical analysis was collected from the Centre's annual reports, reports sent to the National Board of General Education and the county authorities, programmes printed by the Centre, and minutes of meetings held by the board of governors. The following stages were to be observed in the Centre's history to date:

Beginning of activities stage	1961-67
Expansion of activities stage	1967-73
Growth of staff resources stage	1973-77
Planned development stage	1977-85
Development of standard of teaching stage	1985-

The shift over from one stage to the next was explained by certain central conflicting factors in the functioning of the Centre; the following triangular model was of assistance in pinpointing these conflicting factors:

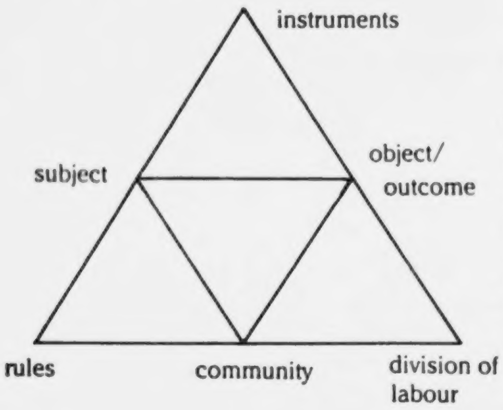

Figure 2. The structure of human activity (Engeström 1985)

A central conflicting factor at the beginning of activities stage turned out to be facilities unsuitable for adult education. The Centre functioned in several office rooms and in a school. Lack of money was another major problem placing constraints on the scope of activities. During the Centre's first two years the government subsidies received by the Centre covered only 25 % of the expenses entitled to such moneys. The move over to the next stage was made possible by new facilities planned for the Centre in the TVK Building in 1967. At this stage activities were expanded and 70 % government subsidy was granted in accordance with the 1963 law concerning government subsidies.

During the expansion of activities stage the Centre grew to its present day dimensions in terms of both teaching and student volumes.

As activities expanded, the lack of full-time staff and the randomness in selecting part-time teachers became major conflicting factors. At the beginning of this stage, the headmaster was the only full-time member of the teaching staff. A full-time language teacher's post was established in 1971.

As the teaching volume increased, the number of part-time teachers nearly doubled. Owing to the lack of full-time staff, it was difficult to divide the teaching tasks in an appropriate manner.

This shortcoming was taken into account at the growth of staff resources stage and new staff was employed for office duties and full-time teachers posts were established. At the beginning of this stage, there were five full-time members of staff; at the end of the stage their number had grown to twelve.

During this stage, part-time teachers were given further training, AV equipment was acquired, and study counselling was intensified. A certain sum was set aside in the Centre's budget to be used for personnel training needs. Although the strengthening of the teaching staff meant that the standard of teaching improved and more time could be set aside to acquainting part-time teachers with their job, still some problems remained unsolved. The scope of teaching widened but an overall plan was missing.

The financial position of the Centre grew worse as the staff numbers increased. There was also some confusion in the division of tasks among the full-time members of staff. There were cases where overlapping occurred as well as unmanned areas. Clearly defined posts were non-existent. The increase in the number of full-time teachers meant a moving away from handicrafted, self-made work to work that is best described as being rationalised. The spirit of the times demanded efficiency and planning and led to conflicting situations.

The major problems encountered at the growth of staff resources stage led the way to the stage of planned development. The Centre's first development plan came into being in 1977. The plan was put together by a group whose members were selected from the Centre's board of governors supplemented by the headmaster of the Centre and a representative of the full-time members of the teaching staff. The plan expressed the reason for which the Centre functioned and the areas to be emphasized in developing the Centre. By the time the plan had been largely implemented, organizational development training was also included. At this stage a medium-term plan was laid out for the Centre for the years 1983-87. The drawing up of this development plan differed from the former in that the preparatory work for it was the result of a joint effort on the part of the entire staff of the Centre. Students, part-time teachers and the members of the Centre's board of governors also took part in the preparatory work. The planning process meant, on the part of the full-time staff, discarding of artisan or rationalised work style in favour of humanized work, of working together. Naturally, there was conflict between the different work styles.

The development programme for the years 1983-87 is representative of OD planning.

The programme was based on a scenario of the probable future. The development of the activities of the Centre was divided into key-result areas whose goals and annual functions were recorded. The implementation of the program was monitored at annual development seminars at which the coming year's activities were also redefined. Most of the key-result areas were connected with teaching. In spite of this, a teacher in charge of a certain area had no knowledge as to what really took place in the study groups. When teachers were interviewed it became apparent that the central problems of this stage were insufficient checking of learning results, spontaneous teaching: a teacher could not say why he/she taught as he/she did. In addition, many teachers regarded students as being objects of their actions, not as subjects of learning. Since AECSS is a privately run centre and is thus forced to charge higher study fees than municipal institutions, its only means of surviving is to offer high teaching standards. Teaching standards must be developed to the extent that students are prepared to pay more for the knowledge and skills obtainable at AECSS and which can then be put to use in their work or leisure-time. In order to attain this goal, we at AECSS chose raising the quality of teaching to be the Centre's development project.

THE PRESENT TEACHING STAFF'S PATTERNS OF THINKING AND WORKING

Owing to the great number of teachers, our first task was to select a suitable group whose patterns of thinking and working would then be analysed.

We started off by sending out a questionnaire to 27 part-time teachers and to all nine full-time teachers. The criteria in the selection were that the teachers represented different fields of teaching and had been employed at the Centre for at least five years or that they had a considerable teaching volume. The questionnaire aimed at finding out whether the teachers' ways of thinking had changed over the years. The questionnaire contained three open questions: whether one's opinions concerning personal functioning, teaching, the Centre and students had changed. Nineteen replies were received. The small return percentage and the wide range of replies had the effect of making the questionnaire serve only as a preliminary study. The questionnaire did, however, give some ideas as to how to structure the interview. The interview consisted of 22 questions. Three full-time teachers and eight part-time teachers were selected to be interviewed. Some of them had many teaching years behind them, some had less than six years. The interviews were recorded on tape and then transferred onto paper for analysis.

The questions for the interviews were formulated with the activity model shown in Fig. 2 in mind so that each corner of the triangle was represented.

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The replies were divided into three categories bringing forward the interviewees' views regarding teaching work:

1. teaching as a part of life
2. teacher's relationship to teaching and the organization at the Centre
3. views concerning teaching in practice as a whole.

The fourth category (views regarding key achievements) was mapped out using the pen-and-paper method.

In order to construct a comparison situation the interviewees were split into two groups: those with less than six years' teaching experience at the Centre and those with more than six years.

Teaching as a part of life

Of the eleven people included in the interviews, only two reported a profession other than teaching as their major source of income. Seven of those interviewed were adult educators. This being so, one would assume that they would be keen to develop themselves further as teachers. Willingness to develop oneself is, of course, influenced by the esteem shown toward a certain line of work. The replies revealed that adult education is held in some regard.

Four out of five of those who had been in teaching for a long time had entered the profession by chance; those who had taught for less than six years had entered the profession intentionally and had a higher regard for their work than their colleagues. According to their replies, many of the more recent arrivals to the teaching staff want to improve the standard of teaching.

Teacher's relationship to teaching and the organization at the Centre

The aim in the interviews was to find out the teachers' views regarding:

— learning
— students and objectives
— organization and division of labour
— cooperation
— development of teaching and problems of teaching.

The replies given by the interviewees revealed that opinions included both the craft approach as well as that of development. The most noticeable shortcomings applied to familiarity with the organization at the Centre. More than 50 % understood the functioning of the Centre only to the extent that it touched upon their field of teaching. Less than 50 % were consciously aware of any organizational problems. Most were in fact unable to name any development needs. No differences were observed in the replies given by the two teacher groups (less than / more than six years of teaching). The vagueness of concepts regarding the reason for the existence of the organization, tasks, the special nature of the Centre, and the division of tasks were all obvious indicators of the need for training. Teachers ought to learn to influence the development of the Centre through initiatives of their own.

Views concerning development trends in teaching were revealed by replies given to

Table 1. Development in the teaching profession

	Teachers with > 6 a experience	Teachers with < 6 a experience	Total
More and more machines, teacher's role will remain	5	1	6
Teacher's role will become more important	—	4	4
From fragmented teaching to teaching of integrated wholes	—	1	1
	5	6	11

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the following questions: How do you see development taking place in the teaching profession? How do you personally intend to develop yourself?

For many, the advent of new technology represented a stimulus for the teacher and as something to encourage students to independent work. For others, new technology represented stress, further training, and a threat to familiar routines. All interviewees agreed that machines won't make up for human interaction. Those who had been in teaching for a long time were of the opinion that machines won't cause any significant changes in the teaching profession. This may be an empirical observation: new technology has been employed at AE Centres over the years, but it has not necessarily caused any changes in the traditional method of teaching.

This question divided teachers into two groups: those who had been in teaching for a long time and those who were fairly recent arrivals. Three teachers with less than six years of teaching experience wanted to develop further as teachers.

The replies revealed that teachers had quite a dichotomous relationship to teaching. There are those who are keen to develop themselves as teachers and meet the challenges of our times even though development brings with it the need to readjust oneself with respect to one's job. These people also feel the need to make students learn things; their replies seem to indicate that they also give some thought to the matter of students being different from one another, and how this could be made use of in teaching. They also involve themselves in developing suitable teaching material for the needs of adult education. When these replies are compared to those given in connection with "Teaching as a part of life", it becomes apparent that those teachers who entered the field of adult education intentionally have assumed more advanced patterns of thinking than those who came into adult education by chance. Their relationship to the Centre and cooperation was, however, no more conscious than that of those who had entered the profession by chance.

Table 2. Teachers' need to develop themselves

	Teachers with > 6 a experience	Teachers with < 6 a experience	Total
No reply	2	—	2
Important to keep up with development	3	1	4
Concentrate on a new field	—	1	1
Know what students need	—	1	1
Develop abilities as a teacher	—	3	3
	5	6	11

The replies contain some seeds of development. One teacher, for instance, stated that he wants openness, the chance to attend classes held by colleagues and discussions on them.

Opinions on teaching in practice

The planning of teaching and learning constitutes an important part of the teacher's job. When using the the craftwork approach, planning is based on one's own experiences of learning and on the model presented to one during teacher training; it is also influenced by the way that teaching material has been structured by various authors. In practice, it is possible that a teacher may not plan his/her teaching work no further than the next occasion.

The opinions that teachers expressed concerning teaching as a whole were divided into two:

— How did a teacher carry out the job at the beginning of his/her career in adult education? Why / how have his/her views changed concerning teaching?

— How does he/she plan teaching now? How does he/she ensure that learning has taken place among the students? Which theory are his/her plans and teaching based upon?

Considering that, at the beginning of their careers, both newer and older teachers have had to concentrate on the subject matter of whatever is taught and on the passing on of knowledge, one would assume that the point of emphasis would change with experience. Thus, it was quite a surprise when two teachers, who had come to the Centre by chance and had taught for many years, and another two who were newcomers all declared their job to be the same as when they started to teach. One who had entered teaching by chance declared his job to have become more strenuous.

Teachers who were newer to the job and held it in esteem stated that they planned their lessons with care, considering alternative teaching methods. Also, their views on learning were superior. Four teachers with less than six years of teaching experience represented the most highly developed pattern of thinking. They stressed that students should be activated, and had intentionally planned their lessons to be student-centred and learning-oriented. They gave thought to the learning process and factors influencing it. Most of them had also endeavoured to plan their work on the basis of some theory or had themselves developed their thinking in order to be able to plan their work on the basis of self-made principles. Three teachers with less than six years of teaching experience endeavoured to plan their lessons in such a way that they would get learning feedback during the lessons.

The most highly developed view of their own role in the Centre seemed to be possessed by those who had chosen a teaching career out of esteem for it and had the highest regard for learning. The first category (Teaching as a part of life) would then seem to account for the willingness to develop oneself as a teacher and analysist of teaching in practice as well for endeavours to produce learning situations of high standards for students to benefit from.

Mastering important elements of teaching

Tasks of central importance in teaching may be seen to include the following:

— planning of subject entities
— realization of the first teaching situation
— preventing students from dropping out
— ensuring that learning has taken place.

In the fourth category of mastering ones job (i.e. mastering important elements of teaching), the thinking and working patterns of teachers were analysed on the basis of material collected at a teachers' meeting. Three interviewees from both teacher subgroups were present at the meeting. The total number of respondents was sixteen.

The individual task of the meeting was to draw up the plan for the first lesson of a course including reasons for the various measures. In the analysis of the material, attention was paid to student motivation and orientation as carried out by the teacher. Further categorizing was based on the extent to which the plan was either student-centred or teacher-centred. The reasons given for the measures included in the plan were classified as being either affective or cognitive. In the case of some teachers, their solutions contained features of both.

Table 3. Motivation

	Interviewees		Others		Total
	Teaching experience		Teaching experience		
	> 6 years:	< 6 years	> 6 years	< 6 years	
No motivation	—	—	1	1	2
Stimulation	—	1	1	3	5
Self-stimulation	1	1	—	—	2
Motivation to subject matter (linking to experiences)	1	—	1	2	4
Motivation to togetherness	2	1	—	1	4
Arousing cognitive conflict	—	—	—	2	2
	4	3	3	9	19

Three teachers motivated students to both togetherness and subject matter endeavouring to link the subject matter to the students' life situations and previous knowledge. Orientation as revealed by lesson plans was distributed in the following manner:

Table 4. Orientation

	Interviewees		Others		Total
	Teaching experience		Teaching experience		
	> 6 years:	< 6 years	> 6 years	< 6 years	
No orientation	—	—	1	—	1
Teacher orientates to the initial level of student	—	—	—	5	7
Student orientation a) to work b) to content	 — 1	 2 2	 — 2	 2 2	 4 7
	3	4	3	9	19

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Three teachers were placed in two categories. At first, they orientated themselves to the initial level of the students, and then two of them orientated the students to work and one to content.

In terms of student-centred / teacher-centred the lesson plans were divided into the following categories:

— entirely teacher-dominated	3 plans
— teacher-dominated; some questions directed at students	3 plans
— class discussion utilizing teaching	8 plans
— student-centred group discussion	2 plans
	16 plans

On evaluating the student-/ teacher-centredness of the teachers on the basis of their lesson plans, it is a pleasure to observe that 10 out of 16 teachers took student activeness into account.

The upper categories of mastering work usually control a person's functioning and views in the lower categories. In order to find out whether this is so, we compared the interviewees' lesson plans (category 4) to the upper categories of mastering work by cross-tabulating the replies.

The first category (Teaching as a part of life) did not explain the differences in the interviewees' lesson plans. Views concerning teaching, learning and the students were examined when the replies given at the interviews were compared to the lesson plans in categories 2. and 3. of mastering work.

Conflict between upper category views and the lesson plan was observed only in the case of one person in which case the views expressed were superior to the written lesson plan.

Ensuring that learning has taken place and measures to prevent students from dropping out were the topics of the group discussion exercise. The discussions were recorded on tape and then examined for development ideas and contradictions.

During the first stage of the development project we examined the functioning of the Centre in the period 1961-1985. With the replies from the interviews and the material collected at the teachers' meeting as the basis, we also made analyses of the teaching staff's patterns of thinking and views held by them. What the analyses reveal are merely the results of replies given without sufficient time to properly meditate on them; thus, the pressures of work and haste may have had an effect. The opinions and views held by people usually change. The way that individuals think is more complex than a single interview would have us believe. However, in order to find out the variety of views held by the present teaching staff, the replies given at the interviews were categorised for publication in the intermediate report of November 1986.

The foremost results and problems revealed by the work activity analysis

The most important result of the historical analysis has been that of making us aware of developmental conflicts. Since then, some of the conflict situations have already been solved and some are about to be solved. The material collected from the teaching staff, on the other hand, will be useful in the pedagogical development of the Centre. The teaching staff has displayed a willingness to develop themselves and contribute towards further cooperation.

The biggest problem in my opinion is that the examination of the tape recorded material is so time consuming. Our development group consisted of four people in the spring of 1986 and three in the autumn. Data collection, its treatment, analysis, and the writing of the intermediate report were all done in extra hours without pay.

FURTHER STEPS IN THE PROJECT

The development project at AECSS is entitled Development of the Quality of Teaching. In order to be able to progress in the cycle of development (Fig.1), we selected from among the teaching staff at the college representatives of different fields of study to make up a so-called key group. Its task is to find for us a common pedagogical policy to follow and to develop strategic tasks for the implementation into practice of new teaching tools and new patterns of thinking.

During the spring of 1987 the teaching staff intended to come up with a total learning process (Engeström 1982, pp.127-139) using a subject entity planning form as a tool and paying particular attention in all that they did to the teaching function. In addition, the teachers were using video equipment to record lessons. Tools needed for analysing teaching situations were developed as a joint venture using video recorded lessons held by teacher trainees. A draft of short-term development measures were also produced during the spring. After all, work activity analysis aims not only at identifying conflict situations in development of activities, but also at providing information for short-term development. We are involved with drafting a hypothesis for the next quality-orientated development stage (Engeström 1985). The teachers in the key group split up into groups of four so that in terms of teaching subjects represented in the groups the groups were mixed. Later in the spring we divided into groups which were subject-didactically differentiated; these groups then made analyses of teaching material and desirable learning. In the autumn we shall get together again in new group formation to try to develop rational, real implementation exercises for the purpose of ensuring learning results.

The development of the quality of teaching will not, of course, be confined only to a small group of teachers; in time, it will apply to all teachers at the Centre. The key group members will carry on with their job in the autumn together with other teachers in the same field. This will mean that a larger body of teachers will be trying out in practical teaching the developed tools.

Development work is a continuing process. Progress takes place slowly; the purpose is not to change everything at once. Once the stages shown in Fig.1 have been gone through, a new cycle begins.

In order to be an institution of quality, our Centre must, in its course programme, take into account changes in the environment and the educational needs of students; simply to improve the standard of present teaching is not enough. As a means of developing what we have to offer, we interviewed in the spring of 1987 groups of students attending study circles at the Centre plus non-active TVK members on the job. The analysis of this material is not yet complete. The aim is, however, to try to find new spheres of teaching needed in our changing society. We aim to carry on with this kind of interaction between members and the teaching staff on an annual basis.

SOURCES:

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Engeström Yrjö: Toiminnan teoria ja kehittävä työntutkimus (Activity Theory and Developmental Work Study). Helsinki 1985

Engeström Yrjö: Learning by Expanding. Helsinki 1987. Academic dissertation, Dept. of Education, Univ. of Helsinki.

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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

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2. Check whether this case is based on

(✓) an actual program

(   ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

PAPERIN LIITTO HISTORY PROJECT

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). * Workers (labour unions)

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

THE TRADE UNION OF FINNISH PAPERWORKERS

6. Basic characteristics of service area

A. whole country geographic size (such as square miles or kilometers)

B. ________ population (number of people living in area)

C. ________ urban/rural (density of population)

D. ________ worldwide

7. Year(s) covered by the case description 7

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JORMA KALELA

THE PAPERILIITTO HISTORY PROJECT 1)

Study circles doing research on history

A. Background to the project

Paperiliitto (i.e. Finnish Paperworkers' Union) has a membership of some 50 000. It is well known that the woodworking industry has played and still plays a central role in the Finnish industrial scene. The members of the union are mainly employed by large sized industrial enterprises established already during the 19th century or at the beginning of this century. In several cases these mills are the leading industrial plants and employers in the locality. The mills produce pulp and paper of various types for domestic as well as foreign markets. Paperiliitto is a typical example of a trade union organized on the industrial union principle. It is a member union of Suomen Ammattiliittojen Keskusjärjesto — SAK (i.e. Federation of Finnish Trade Unions) which is Finland's largest employees' organization. Its membership amounts to more than a million. Members of Paperiliitto are highly skilled and relatively well-paid industrial workers , who emphasize their proletarian status. Since the mills have been among the foremost local employers, it is quite usual for there to be a paperworker tradition in the family. Generally, people have gone to work in the mills directly on having completed their compulsory education to learn the trade gradually through practical experience. The work itself is process work in three shifts.

Thus, the training provided by Paperiliitto is labour education which the union organizes in cooperation with Työväen Sivistysliitto (i.e. Workers Educational Association). The latter was established in 1919 and is chiefly responsible for the study circles, lectures and courses arranged for the members of various labour organizations.

B. Goals

The History Project was launched in 1979 at the time when its leader (Dr. Jorma Kalela) came to be employed by Paperiliitto with the task of writing the history of the Union. Along with the writing of the history, Kalela and Paperiliitto became interested in questions such as why is it so difficult for the presentday labour movement to assume the role of developer in matters related to workers' self-consciousness and self-esteem? The conclusion was, that the writing of the union's history cannot be left simply to a professional researcher to carry out; the members of the union must also be involved in the project. This conclusion was

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1) Dr. Tuomisto has rewritten this article on the basis of a comprehensive article by Dr. Kalela according to the instructions given by prof. Knox.

an answer to the question of how can a historian fulfill his/her societal duty? A matter of even greater import was that of seeking a connection between historic research and adult education. The writing of the history of the labour movement had to take place in the form of a collective effort by people in the labour movement for the purpose of deepening their self-consciousness. The movement's traditional study circles provided an appropriate external form for it.

C. The process

The guiding principle of the History Project crystallized itself during the period when Kalela was required to justify the importance of research done by the study circles in local branches of Paperiliitto. The idea of members writing the history of the union was too distant a thought and need of analyzing one's own experiences too abstract one. The necessity of having to have to develop his presentation on the basis of the reception given to it at the preceding meeting did, in the end, give Kalela an overall conception of those matters which are foremost in the way that paperworker activists experience the world about them and in their relationship with the labour movement.

Although this took some time, it became apparent quite soon that the work done in the research study circles would have to be connected with matters of present interest to the paperworkers. The drawing of this conclusion was hastened by the experiences and advise of colleagues who had been in charge of research done by study circles in Sweden. The Swedes stressed that the most effective way of ensuring sufficient motivation was to leave it up to the study circles themselves to decide as to the object of their research.

This was the reason for deciding that the research activity of the study circles was to be independent of the task allocated to the union's full-time historian. Something new had to be found to take the place of a project designed to be directed from above. It should not, however, destroy the project's uniform nature, since the Swedish experiences had shown that a support organization as well as guidance were indispensable. The power of decision, however, had to lie with the study circles.

The principle of how to proceed had become crystallized by the autumn of 1981 at which time the planning work ended and the study circle phase of the history project began. Each circle was entirely free to choose its research object. They also decided themselves as to the form in which to publish their findings and the purpose to which they would be put. The union's historian's task was limited to providing technical and methodological assistance in the research work. This took place mainly in the form of various short courses, but also as guidance given to individual study circles at request. In terms of content, the training given corresponded to methodology courses at university; in terms of forms, however, there was no need to make it conform to academic models. This made it possible to organize the training in such a manner that it met the needs of the study circles precisely.

The restricted scope of the histories produced previously by the paperworkers' local union branches soon became apparent. There had, in fact, been only two themes: battling against the local employer and the internal activities of the local branch. The import of this observation made itself apparent for Kalela on listening to what union activists and union officials had on their mind. They were concerned about the fact that the rank-and-file members often thought and acted differently to what they themselves did. As it turned out, the traditional form of organization history served to accentuate this difference: it is factually a history of the activities of the present active members and their predecessors - fold to other active members of the organization. This prompted the research circles to take up a new approach: the principle of representativeness had to be crushed. Instead of having certain people writing for the benefit of others, all must (in principle) contribute to producing the history. Yet another, more important conclusion was drawn: the foremost object of research was to find out the things shared by all paperworkers in everyday life, both active and rank-and-file members.

The situation on the part of the paperworkers appeared to be that automation and rationalization of their work had created such confusion that no one had had time to give thought to what had really happened and was still happening. Technological changes followed one another at too great a pace and the necessity of defending one's own immediate rights overshadowed everything else. An examination of one's own work would, however, make it possible to conceive what was going on and thus avoid actually surrendering oneself in when faced by the changes. By finding out the reasons for yesterday's work having changed into its present form would make it possible to try to design in advance what the job may be like tomorrow. Thinking about "tomorrow's work" is not all that far from reconsidering the nature of trade union activity. Why let changes "take us by surprise" as has seemed to have happened just about every time even though it was not impossible to attempt to prepare for them in advance? Why be content with a view based on experiences gained at negotiation situations of the employers' objectives when the matter could be studied in depth through research in one's own union branch?

Thoughts such as these were supported by projects initiated by the Swedish Factory Workers' Union; i.e. "Ute i världen" (Out in the world) and "Trygga jobben" (Save the jobs). Both projects aimed at providing, through the efforts of research circles, information on the plans of various enterprises with bearing on the employment situation and through this means improve the chances of local union branches of being taken into account.

The initiatives put forward by paperworkers included many problems which collective labour bargains could resolve only with difficulty or not at all. Another surprise was the emphasis given to the problematics of every-day-life. Of the research plans put forward at courses arranged for the research circle leaders in the autumn of 1981, only approximately 20 % were connected with organizational matters. One in two dealt with the various facets of life outside of work and 30 % with the changes taking place in work.

Clearly, paperworkers were concerned about the new features of societal reality, the changed nature of it. This was linked to a deep concern over the breaking down of labour movement traditions and the superficial nature of the rank-and-file members' knowledge of history.

D. Inputs

At the end of 1985, 40 research circles at 33 of the union's total of 74 branches were involved in the Paperiliitto History Project. Thus, over 200 members of Paperiliitto in various parts of the country were conducting research in their own history and traditions. Since all of the people taking part in the research were novices as far as research procedure is concerned, it was obvious that they had to be trained in some way. Thus, short courses in the technique and methodology of research work were arranged for those participating in the project. Similarly, individual study circles were given guidance. In terms of content, the training corresponded to university level courses in methodology although the forms were different. The research circles and short courses were arranged in such a manner that they were eligible for government aid in the same way that study centres in general are entitled to government aid in accordance with the law concerning study centres when they arrange study circles and short courses. Neither the leaders nor individual members of the research study circles, on the other hand, were paid for the work they did.

E. Developing the project

Two years were set aside for the purpose of developing the idea of research study circles and for putting it across to the paperworkers. The planning stage ended in the autumn of 1981 when the first study circles began functioning. As was mentioned earlier, the project was based on a critique of the traditional form of writing orgnization history. The goal was to develop a new form of collective intellectual activity. The research circles set their own research tasks. The crumbling down of paperworkers' unity, the problems connected with their

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collectiveness, became emphasized in the framing of questions. This trend was analyzed with the special circumstances and problems of the various work places and localities being taken into account.

The research circles' autonomy in seeking problems was clearly a force which motivated participants to hard work. A vast amount of historical source material was collected during the project. Similarly, members of the older generations of paperworkers were interviewed resulting in a great number of anecdotes and terminology being collected. In addition to their own research tasks, the research circles carried out the interviewing of 147 paperworkers on the behalf of the project leader for his own book.

F. Effects

The outcome of the Paperiliitto History Project was a new form of writing history. As to forms of research it was proved to be possible to transmit to the primary bearers of history the analytic skills of professional historians. As to forms of presentation it turned out that writing a monograph is a preoccupation of the professional researcher. For others the most natural form seems to be an exhibition. By the end of 1985 the research circles had produced 24 history exhibitions which were visited by some 30 000 people. In addition, the research circles have produced books, articles, plays, cavalcades, video programmes, a phonograph record and productions featuring recitations and musical groups.

The research problems of the paperworker activists and their way of formulating them, the materials collected by the research circles and the results they gained formed, together with the reactions among both rank-and-file members and union activists towards new ideas of activity, the primary sources for Jorma Kalela's book "Näkökulmia tulevaisuuteen" ("Perspectives on the future"). It was published by Paperiliitto in the autumn of 1986 and deals with the transformation of the Finnish society since 1960's — seen from the point of view of a local trade union branch. In 1981 Paperiliitto had published Kalela's somewhat more conventional history of the union from 1906 to 1981.

The new ideas of writing history and of doing research have begun to spread outside Paperiliitto. Both the project leader and the leaders of the research cirles have received many invitations to give lectures at courses and seminars arranged by various labour organizations. The Research Study Circle Project of Pankkitoimihenkilöliitto (i.e. Bank Personnel Union) is an example of a concrete outcome.

The experiences of both Paperiliitto and Pankkitoimihenkilöliitto prove that the organizing of the training required for research work is not an unsurpassable problem. First and foremost, the research circles of Paperiliitto are proof of the need that the active members of the labour movement's basic organizations have of defining their place in a changing society and world. But the Paperiliitto History Project tells also of a more general phenomenon: of the endeavour by Finns of the 1980's to produce information themselves, of a need to avoid ending up in the position of a programmed consumer with regard to information as well.

G. Other observations

The research circles of Paperiliitto are a challenge to professional researchers. Their activity is based on the principles of scientific work, but despite this characteristic the foremost aim is not to produce information. Primarily, it is a matter of the significance that research work has for the person doing it. The purpose is to create a situation inducive to the revival of massmovement of people within the labour movement.

The right to think has become a central question of class struggle. The possibilities that a person has of developing his/her store of knowledge and thinking, his/her self-consciousness, needs to be looked at from this general point of view. The question may be asked as to whether conventional forms of study and self-study are sufficient for this purpose. Does acquisition of information form a sufficient basis for it or should a person go on to producing information personally?

In any case, research circles is one form of the struggle for the right to think. On the

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other hand the emphasis given to narrative tradition by the research circles opens up new visions for the study of the formation of consciousness: people who traditionally have been objects of research are doing research on the origins of their own thinking.

From the point of view of labour movement the new form of doing research has apparent advantages. In the matter of producing information regarding the problems associated with the content of work, for example, there are two ways in which a research study circle is more appropriate a choice than the employing of a professional researcher. Firstly, the persons carrying out research are in an altogether different position to do so if they themselves are workers; when work is the object of research, an expert is a person doing it. The research results can also be benefited from more readily, since the research process in all its stages can be planned in such a way as to serve practical needs.

Although the crushing of the professionals' privilege to carrying out research has been justifiable, there are no grounds for denying science the right of existence. For a start, this means that the basic principles of scientific work must also be adhered to in research work carried out by non-professionals. If not, then the possibility of achieving lasting knowledge is lost and one is easily led into confirming one's preconceptions instead of laying them open to criticism. On the other hand, it is not practicable to leave research work entirely for workers to carry out; thus, an agreement as to the division of tasks must be reached between professionals and non-professionals.

Achieving a constructive relationship with research carried out by non-professionals presupposes on the part of professionals reconsideration as to the objects of research. If the decisive role is given to advancing social and humanist sciences as such, there is always a great risk of suppressing the questions brought up by non-professional people from their own reality.

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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name MARKKU SUORTAMO Phone number 941-291692 (w)
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Street Address SEMINAARINK. 16
City or Town 40100 JYVÄSKYLÄ State or Province
Nation FINLAND

2. Check whether this case is based on

(X) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

CIRCULATING SCHOOL FOR TEACHING ADP FOR ADULTS

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). A program fits for everybody, best office-workers, teachers and so on

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

The National Board of Vocational Education is the head
Kainuloski technical college was the worker

6. Basic characteristics of service area

about A. 12000 km^2 geographic size (such as square miles or kilometers)

B. 80000 population (number of people living in area) 38000 people of work age (16-64y)

C. rural urban/rural (density of population)

D. ________ worldwide

7. Year(s) covered by the case description 1986 (-88)

MARKKU SUORTAMO

CIRCULATING SCHOOL FOR TEACHING AUTOMATIC DATA PROCESSING

Basic data processing for the adult population

A circulating school for teaching automatic data processing was implemented in the 17 member municipalities of the Äänekoski Technical Colleges federation of municipalities in 1985 by bringing microcomputers to each municipality for five weeks at a time. During those five weeks we arranged as many 30 h courses as were needed. The courses were arranged as part of the technical college's course activity in cooperation with the municipalities.

The goal of the circulating school was to influence the basic attitudes of people and to provide them with the basic know-how concerning data processing and computers. At the same time the participants were familiarized with the practical uses of computers by having them use computers. The typical student was a woman of 34-39 years of age doing office work with at least secondary school examination completed. She attended the circulating school in the evenings with her employer paying the fee for the course. Her home or office was situated no more than two kilometers from where the course was held.

1. BACKGROUND

1.1. General

The basic idea for arranging the circulating school arose from the realization that, because of the new technology, the adult population is in danger of being left behind. "New literacy" seemed to be a current demand felt by an increasing number of people in a variety of professions.

At the initiative of the Äänekoski commercial circles, the Technical College decided in the autumn of 1983 to look into the possibilities of arranging ADP training for the adult population. It was recognized already then that ADP training for adults would require influencing their attitudes and drawing up a curriculum aimed at adult students.

The following principles formed the basis for the implementation of the training programme:

- training must be set in the adult world
- training must be brought to where the trainees are
- training must be carried out as user training, not as a theoretical course or a programming course
- training must not be expensive.

The National Board of Vocational Education (NBVE) launched on 28.9.1984 a project entitled ADP Training Aimed at the Adult Population. The autumn of 1984 was reserved for the purpose of drawing up plans; the actual project was scheduled to be completed during the period 1.2.-31.12.1985 with the project groups report on the project to be ready by 30.4.1986.

The various sectors of industry and commerce were well represented in the project group.

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The ADP circulating school was carried out as Äänekoski Technical Colleges further training in the form of short courses. The Technical College had arranged short courses a year earlier.

1.2. Procedure

The procedure in the circulating ADP school was that the hardware organized (bought or hired) by the Technical College was used for training purposes at each of the member municipalities of the federation of municipalities five weeks at a time. A set of training hardware consisted of eight microcomputer work stations (keyboard + system unit, monitor and disc drive unit) and two printers.

The maximum size of the training groups was 16; i.e. two students per work station. The 30-hour user-oriented course was divided into ten 3-hour sessions. Each group got together twice a week over a period of five weeks. In the case of weekend courses the sessions were often longer.

1.3. The Äänekoski Technical Colleges Federation of Municipalities

The Äänekoski Technical College, established in 1961, is a public institution owned by a federation of 17 municipalities. It has 9 departments and 19 study lines. In addition to the college proper in Äänekoski, there are branches in Suolahti, Saarijärvi and Viitasaari. The college also has an experimental evening-study option in Äänekoski. A course department was established at the college in 1986.

Regional features of the Äänekoski Technical College's Federation of Municipalities include large distances between communities, less than average level of education, and big unemployment figures.

The region has a population of some 80 000. This is about 1/3 of the county's population. There are approximately 38 000 people of work age (18—64 years old) in the region.

The land area of the region is 58 % of the county's land area.

Most of the municipalities in the northern parts of the County of Keski-Suomi are small, agrarian ones. Äänekoski and Suolahti are exceptions being heavily industrialised. Laukaa, Saarijärvi, Karstula and Viitasaari are fairly large centres.

In terms of level of education the region differs distinctly from the average county and national figures. According to the census figures (31.12.1984), 67 % of the region's over-15 years olds had not completed secondary or tertiary education; the corresponding figure for the county was 59 % and the national figure was 58 % . The regional figure for those with tertiary education was 3.9 % with the county figure being 8.9 % and the national figure 8.2 %.

2. THE GOALS AND CURRICULUM

2.1. The goals set for the project

In launching the project, NBVE gave it the following tasks:

- to draw up a curriculum for the purpose of ADP training aimed at adults
- to draw up clarifications concerning organization of work, teaching materials, etc., so that the model produced can be applied in ADP training for adults.

The experimental project was to include research and it was to be monitored. In giving further directives concerning the project, NBVE added the following items to be monitored:

- whether the training programme had any influence on the trainees' initial attitudes
- whether the trainees have learnt to use the hardware
- whether the hardware chosen for the courses has proven to be suitable for the circulating school
- whether the software chosen for the courses was appropriate
- whether the trainees gained enough knowledge and skills to enable them to continue ADP studies.

Further additions to the goals included checking the curriculum and drawing up of a recommendation of appropriate hardware and teaching methods.

The project group monitored the achievement of the goals through feedback received from the course leader, teachers and participants. Opinions were also obtained via questionnaire sheets filled in by the participants at the end of the course. Feedback in the written form was also obtained from teachers, school inspectors, and local commercial ombudsmen.

2.2. The goals set for a circulating school course

The goals set for a circulating school course are laid down in the curriculum drawn up by the project group and approved by NBVE, viz.:

"The goal set for the course is to influence, through accurate information and actual experiences, unresponsive attitudes regarding the use of ADP, and to provide people with the basic know-how needed with computers and computer programs. All this is to be presented in such a manner as to provide course participants with an impression of the potential uses to which computers can be put to, to make it easier for them to use new devices and programs, and to awaken an interest in data processing."

Put briefly, the goal was to influence attitudes and to teach the basics of data processing.

It was assumed in arranging the circulating school instruction that the participants would have very little knowledge or none at all concerning data processing. Learning how to use the computer is a sector in itself; and so is grasping the terminology of data processing. These must be mastered before a person is able to use ready-made programs.

The project group took as its guiding principle that of the goals and curriculum needing to be realistic. The pace at which instruction was to proceed needed to be given particular attention.

2.3. The curriculum

The curriculum drawn up for the circulating school differed significantly from previous curricula used in ADP instruction.

User-centredness

The first difference was in user-centredness. Instructing people how to program was no longer used as a means of introducing beginners to data processing. The principle now was that everyone would get to use a microcomputer's work station. He/she would have ready-to-use programs at his/her disposal using which the potential of computers in different situations would become apparent.

Starting level

The second difference was in that the curriculum for the circulating school was planned for instructing novice adults. The goals and the content of the curriculum corresponded to the needs of adults and the way they experience the world around them. Nor were participants expected to have any prior knowledge of computers or of data processing.

Scope

The third difference was that data processing in its entirety was included in the circulating schools curriculum. This set great demands on the goals of the course and the manner of implementation. Essentially, this meant that the available resources (hardware, software, available time, etc) were taken into account and then compared to the goals being set. Consequently, the goals of the course had to be set low enough in order to be achieved.

The main goal was to provide participants with an overall picture of data processing and its capabilities.

3. IMPLEMENTATION

94 basic courses in data processing and 15 advanced courses following on from

them were completed during the one year of the Circulating School for Data Processing Project. This article deals only with the basic courses which had a total of 1286 participants and amounted to a total of 2820 hours of instruction. There was an average of 13.5 students per course.

The realization of the course was the responsibility of the full-time course coordinator recruited for the task. The course coordinator was assisted by a planner recruited in the spring for a period of three months. At first the office routines were carried out by the Technical Colleges office staff. An office employee was hired in the autumn to do this.

3.1. Courses in the various municipalities

The circulating school was a big success everywhere thanks to excellent cooperation. The municipal commercial ombudsmen and school inspectors attended to arranging the facilities, enrolling students onto the courses and partly also to organizing teachers for the courses.

The enrollment figure (1286) for the basic course represents approximately 1.5 % of the total population and approximately 3 % of the 18—64 year-olds. This is a good turnout.

Percentagewise there is some variation between the municipalities. Kannonkoski had the highest proportion (3.4 %) and Sumiainen came second with 3.1 %. These figures correspond to 6-7 % of the 18—64 year-olds.

3.2. Teachers

Teachers for the courses were mostly obtainable locally. The school inspectors recruited the teaching staff.

The teachers were given a 20 hour training for the job. Three such courses were held.

The training course for the teachers consisted of familiarizing the teachers with the curriculum, the equipment and the programs. The training was arranged partly as local training and partly as self-study. The teachers were given the opportunity for taking the computer and the programs home with them for closer study. Not quite everyone was able to do this due to lack of time and equipment.

All in all, the teacher training was not sufficient. This was partly due to lack of resources as well as to the novelty of the course.

When teachers were being recruited, particular attention was attached to interest shown towards data processing and adult education. It was also believed that teachers should be adults. There were a number of applicants still in their teens with plenty of expertise in using computers and programming, but it was considered that a correct grasp of teaching was more important. The average age of the teachers was 34 years, the oldest being 51 years and the youngest 20 years.

About half (54 %) of the teachers were teachers by profession as well. The other walks of life represented were: farmer's wife, commercial ombudsman, bureau chief, clerk, secretary, two matriculants, technician, youth worker and ADP planner.

Most of the teachers were university graduates. Only a few, however, had studied ADP as a major. From the point of view of the goals of the course this was of no significance.

3.3. Course content

The circulating school course was generally held as a series of ten sessions each three hours in length over a period of five weeks. The content of the course was divided into three parts:

1. Mastering the use of the computer
2. Utilization of computers
3. Data processing applications and their societal effects

The first part consisted of the introduction to the course, explaining the goals and the starting point of the course and learning how to use computers. This part constituted approximately 1/3 of the entire course. The important thing was to find a suitable pace at which to proceed. The first aspect of computers taught during the course was the use of the computer's write-calculate facilities. Disc drives were explained during the second session. At this point the trainees were given a program made in Äänekoski which instructed them on how to use the

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keyboard. Some other minor programs were also experimented with. They helped students get an idea of the potential of computers. Data processing terminology was also introduced at this stage. Terminology was included in every session; i.e. 5—8 important terms were gone through at least once.

The second part, representing 1/2—2/3 of the course, consisted of the fundamentals of computer utilization. Using sample programs, the instructors demonstrated what is meant by data management, spreadsheet, word processor, and certain profession-based programs. The aim was not to teach in detail how these programs are used but merely to bring forth the main idea behind the programs and possibilities for using them.

The third part of the course is very important in the study of data processing, particularly from the adult's point of view. To be able to understand data processing applications and their societal effects a person must be familiar with the basic concepts of the profession. During a course such as the one being examined here, a person is not able to get very far at all. There were some signs of students beginning to master these concepts towards the end of the course. The effects of data processing on the individual and society must not be overlooked but pondering of such matters presupposes certain knowledge of the field.

Data processing applications were made familiar through visits to enterprises.

The curriculum served well as the basis on which to carry out the course. The biggest problems were encountered with teaching material. The programs were not suited for instructional purposes and the instructions included with them did not satisfy even the most elementary rules of logic nor the needs of the user. Demonstration examples were poor or nonexistent. The new handout for students did away with some of these shortcomings.

3.4 Expenses

The circulating school for data processing was a joint project by NBVE and the Äänekoski Technical Colleges Federation of Municipalities. Both parties took part in covering the expenses of the project.

NBVE granted a separate sum of money (150 000 Fmk) to be used for covering the costs of the course coordinator's salary and travel expenses. In addition, NBVE took part in covering the costs in the form of the normal government subsidy. The hardware and software costs were paid for by the Federation of Municipalities. At the outset the Äänekoski Technical College had bought equipment for the course to the value of 110 000 Fmk. This was enough to buy 16 units of Commodore 64 microcomputers, two printers and some programs. In addition, the college set aside a sum of money to be used for having programs made and bought.

Government subsidies for the expenses of the courses amounted to approximately 65 % of those approved by NBVE. These included teachers' salaries, costs of hiring equipment, etc. The difference between the actual expenses and those covered by the government subsidy was paid for by the fees collected from the students (250 Fmk per student). The fee included tuition and the course handout.

The total budget of the circulating school rose to 546 422 Fmk. The biggest single expense was that of the teachers' salaries which (incl. social security costs) represented 48 % of the total. Next came hardware and software hire costs (17.6 %).

The total costs of a single course were 5 813 Fmk. A lesson cost 195 Fmk. This is somewhat more than normally for short courses. When compared to ADP instruction costs, this is at the medium level. If the expenses attributable to employing the course coordinator are added to the total costs, then each lesson cost 242 Fmk.

The costs of the circulating school stayed at a reasonable level. This was partly due to reasonably equipment and software costs, minor travel expenses and facilities for which no rent was charged.

4. STUDENTS

The statistical average student was a female office employee, 34-39 years old with at least secondary level education behind her. She attended the evening course of the circulating school, her employer paid the

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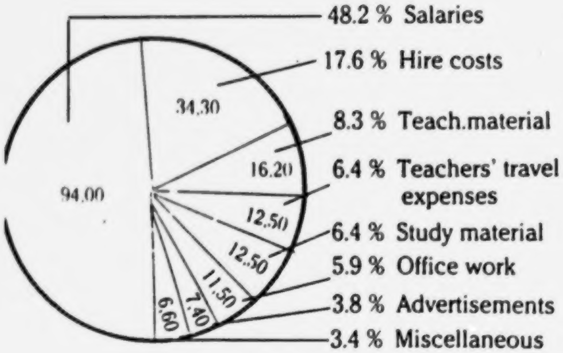
tuition fee, and her home/office was located at a distance of 1-2 kilometers from the place where the course was held. These are all average figures.

Figure 1. The various expense categories in relation to the cost (195 Fmk) of a single lesson.



57 % of the participants were women. This is partly explained by the fact that municipalities put a lot of effort into having their personnel trained. Office employees in general were better represented than other walks of life.

Employers paid the participants' fees in 2/3 of the cases. This together with the age distribution makes the entry of data processing into the work life the main motive for enrolling on the course.

Many enrolled on the course because they already had a microcomputer at home.

4.1. Age distribution

About 4 % of the students were less than 20 years old. For men the age group 35—39 was the biggest one. In the case of women the younger age groups were better represented than the old.

4.2. Education

The various educational backgrounds were fairly evenly represented among the students. Those with only primary school completed amounted to 13 %. Comprehensive school or junior secondary school had been completed by 12.5 %. Thus, with the inclusion of matriculants (0.5 %), about a quarter (26%) of the participants were without vocational training.

Table 1. Percentage distribution of the students according to sex and educational background.

EDUCATION	MEN %	WOMEN %	TOTAL %
Primary school	12.0	14.0	12.5
Comprehensive school/junior secondary school	19.0	6.0	12.5
Matriculants	0.5	0.0	0.5
Secondary level education	20.0	30.0	25.0
College education	28.0	22.0	25.0
Lower university education	10.5	14.0	12.0
Higher university education	8.5	11.0	9.5
Education other than the above	2.0	3.0	2.5
TOTAL	100.0	100.0	100.0

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When these figures are compared to corresponding figures for the population as a whole, it becomes apparent that those without vocational training were under-represented in the group taking part in the circulating school programme whereas those who had completed such studies were over-represented.

Table 2. The educational background of the population over 15 year old as compared to the circulating schools students.

	Whole country %	Central-Finland %	Federat.of Municipal. %	Circulating school %
No studies completed	57.7	58.9	67.1	26.0
Secondary level	31.2	33.9	29.0	50.0
University level	11.1	7.2	3.9	24.0
TOTAL	100.0	100.0	100.0	100.0

4.3. Occupation

The students represented several fields of work. The largest sector was that of office employees (32.6%). The service sector and industry employed 15 %. Teachers in the group amounted to 13.7 %.

Table 3. The distribution of the students according to occupation

Distribution according to occupation	%
1. Senior managers	5.2
2. Junior managers	10.0
3. Entrepreneurs	1.5
4. Municipal officials	11.4
5. Teachers	13.7
6. Technical sector/planning	7.3
7. Office employees	32.6
8. Agriculture & Forestry	3.2
9. Others(mainly service sector)	15.0
TOTAL	100.0

Most (69 %) completed the course on their own time. A fair number (28 %) were able to complete it as part of their working time. Weekend courses (3 %) were not very popular.

5. MONITORING

On appointing the project group, NBVE ordered reports to be made on the experiment. Monitoring of the experiment and reports were responsibilities of the course coordinator. Requests from various quarters were made to the effect that the experiment should also have a research aspect to it.

The students were given a questionnaire form to fill in at the end of the course. Altogether 867 questionnaires were returned. This is the equivalent of nearly 70 % of the circulating school participants. The results of the questionnaire can be justifiably generalized as being representative of the views held by the entire body of students. The general impression to be gained from the replies is a positive one. The students were satisfied with the course and tuition.

The school inspectors and commercial ombudsmen of the various municipalities were presented with a questionnaire to fill in with regard to their impression as to the success of the joint effort by the municipalities and the Technical College during the circulating school project.

Feedback by word of mouth was obtained from the circulating school teachers already during the experiment. This was invaluable, for example, in planning the content of the handout distributed to the students. A feedback seminar attended by 20 circulating school teachers was arranged at the end of November. The pros and cons of the

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circulating school formed the topic of group work and discussions.

Feedback was made use of throughout the experiment. As the experiment progressed procedures and the content of the subject matter gradually found their form. The basic framework of the curriculum remained unchanged throughout the experiment.

The results of the monitoring are included in the final report.

6. CONCLUSION

The great interest shown towards the circulating school proved that the working population needs instruction in the basics of data processing regardless of age, sex, education or job.

Most people enrolled on the course because they could see that the advent of new technology was at hand. Indeed, many people have reason to be concerned about their competence for their present job and their chances of being able to hang onto it. The circulating school course succeeded in eliminating unnecessary fears based on lack of information.

Employers also recognized the importance of training from the point of view of retaining the enterprise's competitiveness and were thus, in most cases, prepared to pay their employees' course fees.

6.1 Evaluation of the results

"New literacy" is a term often used in connection with data processing courses. Hardly anyone of work age has had any training in data processing. And in the case of those who have been exposed to ADP training, such training has lost its usefulness over the years with the advent of microcomputers.

New literacy involves a vast number of concepts. CPUs, disc drives, discettes, bits, kilos, etc. are all words which carry no meaning to ordinary people. These concepts need to be studied before going on to more complex matters.

We need people with New literacy and everyone ought to have the opportunity for gaining it. People must not be forced into it, but it is to be recommended that, regardless of where people happen to live, it should be possible for them to participate in these studies.

Basics must be taught first to provide a foundation for further studies. A 30 hour course such as that of the circulating school is a good start. It is enough for teaching the fundamentals. The goals of the basic course must not be set too high. Pondering over the societal effects of data processing and system planning are important matters, but they are not matters to be included right at the beginning.

Once the basics, particularly the concepts, have been learnt, then training should be oriented, in terms of devices and programs, according to the needs of the various occupational interests. This requires detailed definitions of the goals of each course.

The problem in arranging data processing courses is the lack of trained instructors and suitable instruction material.

Considerable effort must be put into training adult data processing instructors. The foremost characteristics to be looked for in candidates for these tasks are an interest in adult education and familiarity with data processing. Instructing adults who enroll on the courses in their leisure time presupposes a certain grasp of adult pedagogics on the part of the teacher.

At present the university level instruction in data processing is often too programming-oriented and is not, therefore, directly suited for the needs of basic instruction. This being so, adult data processing instructors need to be trained on courses specially tailored for them.

The available instruction programs and text books on data processing do not correspond to the level of the present knowledge of didactics and pedagogy. The situation is improving but there is still a lot to be done. Teaching material intended for adults must be made for adults, it must be relevant to their needs and the way they see the world about them. Sufficient resources must be made available for developing teaching material.

An acceptable teaching material package on data processing must include, at the least, a book on the basics of data processing, relevant programs plus instructions on how to use them, and the

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teacher's material. If ready-programs are used in the instruction, then the instructions for using them must be made to serve the needs of instruction. A series of gradually more and more difficult exercises is also needed. There are many things which are difficult, if not impossible, to get across using a book or a computer. Such matters (e.g. data communication) require video programmes to be produced.

The development and use of data processing instruction material is hindered by the incompatibility of computer brands. It is difficult, if not impossible, to recommend a single brand. Several matters need to be taken into account when deciding on what hardware to acquire. The experience gained from the circulating school experiment was that even fairly modest units are sufficient for the needs of a basic course. The situation is quite different when it comes to instruction dealing with specific programs and devices.

To provide the entire population with basic training in data processing is an immense undertaking. According to some estimates we should train about 100 000 people a year. Data processing training of the circulating school type makes it possible to reach a great number of people at a reasonable cost. The costs remain low for both the government as well as the individual because instruction is carried out where the people are. Each adult education institution should give some serious thought to arranging a Circulating School of Data Processing in their catchment area.

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Face Sheet
World Perspective on Adult Education

Case coordinators should have this face sheet completed for each case description of a current or recent adult education program that is sent for compilation to Alan B. Knox, 264 Teacher Education Building, University of Wisconsin, 225 N. Mills Street, Madison, Wisconsin 53706, USA.

1. Person who prepared this case description

Name LERTTU VEPSÄLÄINEN Phone number 90-4580215

Organization ADMINISTRATIVE DEVELOPMENT AGENCY

Street Address HOLLANTILAISENTIE 11

City or Town HELSINKI State or Province FINLAND

Nation FINNISH

2. Check whether this case is based on

(X) an actual program

( ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

PROJECT ON TEACHING AND LEARNING IT

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). Professional

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

PERSONNEL TRAINING

6. Basic characteristics of service area

A. __________ geographic size (such as square miles or kilometers)

B. __________ population (number of people living in area)

C. __________ urban/rural (density of population)

D. __________ worldwide The Personnel ~~staff~~ of the State Officials

7. Year(s) covered by the case description 3

KERTTU VEPSÄLÄINEN

BASIC INSTRUCTION IN INFORMATION TECHNOLOGY AS THE TARGET OF DEVELOPMENT WORK

Valtionhallinnon kehittämiskeskus-VKK (i.e. Administrative Development Agency) provides training, consulting and other specialist services to government departments and institutions. In the field of training, VKK's tasks are to provide government employees with training in general administration, produce study material for general administration courses, carry out investigations in personnel training, and advise and assist government departments and institutions in matters related to personnel training. The training sectors in which VKK operates include the following: general management and leadership, financial management, personnel management, administrative law and procedures, personnel training, office services and data processing. The three latter training sectors are involved in the project for developing information technology (IT) training.

THE PURPOSE OF THE PROJECT

Premises for initiating the project concerned with the teaching and learning of the basics of IT are presented in the Government Automation Training Committees report (1983:86); the report sets out outlines for IT training for government employees. The aim as set down by the committee is to provide every government employee with the basic know-how regarding IT. Thus, the size of the target group involved in the basic training would be some 150 000 people.

As a means to achieving this goal the committee suggested a strategy whereby persons responsible for ADP development would be trained for the various government institutions: these persons would then be responsible for arranging basic IT training in the various government offices. It was, however, considered to be best before embarking on such an extensive training project first to develop the subject matter, study material and teaching methods of basic ADP training. The committee, in fact, recommended that the development of basic IT training should be taken up by VKK as an area of study in didactic research and development.

The research project on Teaching and Learning IT was launched on the basis of this recommendation for developing the basic IT training aimed at government personnel. Basic IT training here refers to the instilling of the general terminology and basic knowledge of IT, and of the connections between IT and work life. The training is by nature mainly general education; device and program training are, for example, excluded from this project.

The project involves interdisciplinarian cooperation in which the expertise of various fields (e.g. ADP, didactics, occupational research) are brought together. The purpose is not to produce a certain course or teaching package, but to produce contents for teaching and material

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on didactic implementation to ease the arranging of training programmes in government offices.

THE PROBLEMS

Some preliminary work was done in order to outline the project's problem areas; current basic courses were evaluated, IT teachers were interviewed, and contents of textbooks on the basics of IT were analysed. The findings seem to indicate that the following problems are involved in IT teaching:

- no one has produced a substantiated overall statement as to what people should be taught about IT as a tool,
- teaching of theory consists mainly of going through disconnected concepts without a framework,
- the IT experts' viewpoint persists in teaching even in situations where expertise from other fields (e.g. social sciences) would be more appropriate,
- the connections between IT and work life are hardly touched upon in teaching despite IT being by nature a tool,
- the use of computers as an aid to teaching has not been systematically examined.

This project aims to come up with solutions to these problems. The following problems (which are probably partly behind those mentioned above) are also seen as being hindrances to teaching:

- most IT teachers have no pedagogic training. Subject didactic material is generally absent from the IT sector,
- there is a shortage of suitable teaching material. Most basic IT textbooks concentrate on programming and software, with only a few presenting a clear picture of ADP as a whole.

PROGRESS OF THE PROJECT

The planning and preliminary study stage of the Teaching and Learning the Basics of IT Project began in the spring of 1985 and the actual project came into being at the beginning of 1986. The project employs one full-time member of staff; i.e. VKK's adult didactics researcher. Some secretarial help has been made available. At the initial stage there was also an educational planner from the IT sector working in the project; at present, however, IT expertise has had to be arranged from without the VKK's permanent staff. An IT expert is presently employed by the project on a half-day basis. Cooperation with the office work sector has been made use of in setting up experimental courses aimed at office employees.

In addition, we have cooperated with some IT teachers who have taken part in planning and implementing training, and also in producing teaching material for publication. Part of the material produced will be produced by outside specialists within the terms of consulting agreements. The annual budget of the project (in addition to the salaries of VKK's full-time staff) has been about 100 000 FMK; most of it has been spent on salaries and fees.

Initially, two groups of experts (IT specialists and ergonomics specialists) were appointed to plan and direct the project. Soon, however, it became evident that members of both groups were so busy that even joint meetings were difficult to arrange. At present these groups serve mainly as resource persons; i.e. prepared to comment on the findings of the project.

Workshops attended by IT experts have been used as a means of discussing matters connected with the project. So far we have arranged two workshops; the first one dealt with a draft research plan for the project and at the second one the topic was a report on the first teaching experiment. Both workshops also included discussion on matters pertaining to teaching IT with introductions being presented by some of the participants.

So far the project has concentrated on the planning of the content of teaching. On the part of the data-technics subject matter the principle has been to define the central areas and relate them to one another in such a way as to form a logical whole of what is taught. Steps have also been taken to find means of linking IT to work, changes taking place in work, and to potential developments.

For the present, we have implemented two teaching experiments; an experimental course in a certain government office in the spring of 1986 and a basic IT course for office staff at VKK in the autumn of 1986. It was believed that with the target groups selected, it would be easier in the teaching situation to examine IT as a tool and to treat changes in work and the potential developments. Eleven administration office employees, who in the future will be partly sharing the same data system in their work, took part in the first course. This group was quite heterogenous in terms of educational background and office duties; they were linked by the fact that they worked in the same office and shared a common data system.

The thirteen participants for the IT course for office employees had been invited from four departments, 3-4 persons from each. A prerequisite for being admitted to the course was that the office duties of the people from the same department involve working in a team and utilizing IT. This target group was far more homogenous compared to the first group; there were, however, fairly big differences in the way that persons from the various departments worked and utilized IT. Both teaching experiments were conventional four-day basic courses.

The experiences gained from these experiments and more advanced ideas will form the basis for the implementation of two more teaching experiments in the spring of 1987; one will be held for the staff of a single government office, and the other at VKK for office employees. The participants have been selected in the same manner as before except that the VKK course participants are employed in archiving and recording tasks.

FUTURE PROSPECTS

The project is now at a stage where no results are as yet available. Various types of teaching material are being developed for both teachers and students. The aim is to produce versatile, flexible material which can be used in a number of different office environments. This is based on the idea that there is a number of basic matters which need to be taught to everyone involved with ADP and, on the other hand, there are matters whose inclusion/exclusion depends on the situation at a particular office environment. The situation of the target group can also be taken into account when selecting examples and exercises in connection with teaching. The intention is to use a publication with the working title of "How to Teach Information Technology" to bring together ideas on curricula and how they vary from one office environment to the next, teaching methods, exercises, and how training might best be able to lend support to development work in IT in the office environment. At present material is being produced on the following topics: IT terminology(i.e. presentation of the central concepts based on developments in IT), using IT in data processing, functioning of tool programs, utilizing IT in administrative work, IT as a tool, developments in IT, data as a concept, and the information society.

The above material will be ready for publication by the end of 1987. A report on the teaching experiments carried out so far will also be published by the end of the year; it will mark the end of the project's first stage. The next stage will deal with developing the teaching of IT as a more distinct part of ADP development and consideration will also be given to the timing of items taught on IT courses.

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Face Sheet
World Perspective on Adult Education

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1. Person who prepared this case description

Name Pulkkis, Anneli Phone number 358-0-4512146

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City or Town 02150 Espoo State or Province Finland

Nation Finnish

2. Check whether this case is based on

(x) an actual program

(   ) a composite based on general familiarity with such programs

3. Write a brief title or name of this program to use to refer to it

research project "Work training and job design", experiments in field conditi ns

4. Write the type of program, from Section III of the project plan, in which the program best fits (such as A. Literacy, B. Agriculture, C. Workers, etc). Workers

5. Type of organization with which the case program is associated (such as Ministry of Agriculture, local school, labor union, university, or clinic).

Cooperation of The University and a Finnish metal Industry

6. Basic characteristics of service area :

A. one enterprise geographic size (such as square miles or kilometers)

B. ________ population (number of people living in area)

C. ________ urban/rural (density of population)

D. ________ worldwide

7. Year(s) covered by the case description 1987

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ANNELI PULKKIS, VEIKKO TEIKARI &
MATTI VARTIAINEN

THE ROLE OF TRAINING IN CHANGING A WORK ORGANIZATION

The development of occupational training in industry and the office environment is a research area in which the Laboratory of Industrial Psychology is involved. The foremost research themes are 1) the learning and teaching of tasks and 2) the extensive training required when organizations undergo changes. The objective is to increase the employees' freedom of action and self-regulation in regulating their work. The first stage dealt with the practicability of cognitive teaching methods in industrial settings. This was followed by developing group training. An example of group training applied to practice is the training of production cells.

PRODUCTION GROUPS TRAINING PROJECT

The objective of the project was to provide a Finnish metal industry company with a training program for production groups. Furthermore, production groups were studied as a means of work enrichment.

The need for training arose from a change in the work organization; i.e. the establishing of production groups. The content and implementation of training is determined by the manner in which the production groups are planned to function. This in turn is determined by both new techno-organizational arrangements as well as matters to be agreed upon (e.g. autonomy of the groups and their responsibilities).

Enterprises set up production groups for reasons of economy and production. The present state of competition in the metal industry forces companies to serve their customers in the best possible manner.

In order to satisfy the growing demands of the customer (with regard to range of products, quality, price and delivery times), companies need to develop their production and its control in the direction of flexibility: different product variations need to be manufactured fast. One means to achieving flexibility in production in the assembly industry is to organize production to be carried out in production groups.

Production groups are also a means to enriching work. Factors in work enrichment include increased responsibility and freedom regarding one's job, diversification of tasks, and establishing of a system of supervision based on targets and feedback.

The process of planning the training programme

The planning and implementation of the training programme consisted of many stages:

1. The marginal terms of production group functioning (line management)
2. Planning the content of the training programme (researchers and line management)
3. The cooperative implementation of the training programme during which it was possible, together with the employees, to develop the content of production group functions.

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The theoretical basis

Training is based on the theory of cognitive learning. It entails three central pairs of concepts: internal learning motivation and contradiction, mental structures and orientation basis, and total learning process and didactic total activity (Engeström 1982, Miettinen 1984)

Learning motivation with a content is produced when the trainee recognizes a conflict situation between his/her current way of thinking and doing things and the task and responsibilities imposed upon him/her. Teaching situations are, first and foremost, situations involving a mental conflict between previously acquired mental structures and the subject matter being taught (op.cit.).

Orientation basis means comprehending the subject matter being taught as constituting a whole in which things are related to one another and in which they are explained theoretically (op.cit.).

For the total learning process to lead to fruitful learning, it must include the following six components: motivation, orientation, internalization, externalization (using of knowledge), evaluation, and controlling of what one has learnt (op.cit.).

Orientation basis and orientation receive emphasis in the above components. This is based on the demands set by work: what degree of mastering one's job is to be aspired to in a particular organization. Are employees, as individuals and as groups, to carry out their tasks in accordance with given methods and under the supervision of foremen or are they to follow a policy of responsibility and autonomy in looking after production which includes continuous target-oriented development of work in collaboration with foremen and other members of the personnel.

Orientation basis consists of many levels as is also the case with activity. In the hierarchy of activity, total activity constitutes the uppermost level of mastering one's job; the motive for activity is determined by its target. The objective purpose of total activity and what it aims at is not always precisely known; this is particularly the case when an individual employee's job is the carrying out of only a part of the total activity. Knowing and understanding what the total activity is gives the whole job its sense and purpose.

When an individual carries out certain independent partial tasks he is constantly aware of the concrete goal of the tasks; if this were not so, he/she could not carry on working. These partial tasks serve at the same time the goal of total activity. From the point of view of mastering one's job it is important to know the thoughts that actions are based upon and to what extent these actions serve the goal of total activity and how this goal may be developed through the actions.

Actions come about through operations which are automated parts of actions or former entire actions. An employee is no longer necessarily aware of carrying out such actions. The appropriateness and usefullness of operations in the realization of the overall goals of actions and activity depends on the type of internal models the actions (from which the operations originate) are based upon.

An analysis of work was carried out for the purpose of planning the content of the training programme and for implementing it. A study was made of the orientation basis (i.e. internal models) related to managing production group work.

INTERNAL MODELS IN PRODUCTION GROUP WORK

From the point of view of the enterprise, production groups work well when production targets are fulfilled steadily so that the delivery times promised can be adhered to and quality goals are achieved.

Production groups function as single units in a production organization from the point of view of both production management and personnel management. In production group work the group sees to the manufacturing of the products. The overall goals and supervision of the results apply to the achievements of the entire group. The orientation basis of the individuals in the group is connected with the mastering of the products and the tools used to manufacture them.

Secondly, orientation basis entails working in a production group. In the ideal situation, all employees should be in a position of equality to one another in their functioning. Everyone should be able to influence matters arising within the group and have their opinions taken into account. The contributions to production group work by individual group members should, in the long-run, be equal.

Production groups function as organizations in accordance with the principles of group work. In traditional production line work or work supervised by individuals, an individual employee has an organizational relationship only with the foreman with fellow employees forming a secondary group. Relationships with fellow employees have no direct bearing on the results of work but they do have an influence on the atmosphere at work.

In production group work the group has a common goal and the organizational relationship with the foremen is formed through the group. Relationships with fellow employees form a significant part of work itself. Some of the above relationships have been defined; e.g. nonpermanent leadership within the group, division of labour, quality control and feedback from it. Partly these relationships constitute getting along with one another and solving difficulties within the group which is what so-called team spirit is all about; the desire to work together for the achievement of production targets and to develop together the content of work. Matters connected to the aforementioned include preparedness to change jobs and to do jobs relevant to the group's goal, and preparedness to assist others in their jobs. The latter includes mutual job guidance and instructing within a group, dissemination of information, equality in all that is done, and preparedness to uphold quality because there is no foreman to supervise the work of individual employees. For a group to function in the spirit of equality it must be based on so-called internal work motivation and accepted work-connected relationships with fellow employees.

CONTENT OF THE TRAINING PROGRAMME

The objective in training was to develop the production group's psychological regulating system both hierarchically as well as chronologically. The objective also includes the concept of production as being a whole as well as of manual skills being needed in the use of tools.

In production group work the highest level of functioning and training is the result of production groups on their part implementing the organization's business idea and goals set for production and quality. These matters are clarified in training.

The enterprise's business idea is put into practice by production groups as they manufacture products and their components. Production processes, production technique and the formation of work stages are clarified in training.

In a production control system, production groups are there to carry out certain principles which have been agreed upon (e.g. suction controlled production). Production control systems entail functions which make possible the functioning of groups; these include sales, material acquisition, and work planning. As the end result of these functions the groups get their production targets and the prerequisites for fulfilling them. The principles behind these functions are explained to the groups.

In the case studied the production groups were each allocated a defined manner of procedure including responsibility and autonomy. The training programme included principles of working in groups and how they are linked to the demands of production control.

Job rotation and job guidance were used to ensure that individuals mastered the various work phases in the production process.

IMPLEMENTATION AND EVALUATION OF THE TRAINING PROGRAMME

The training programme consisted of lectures by experts from the company and the university, discussions and group work. In addition there were two occasions during which the participants played a production game simulating the production process of a group. The game enabled players to learn

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and also to be critical of how to function in a group, how production control makes itself felt at the group level, and how foremen see cooperation (Teikari, Vartiainen 1985).

The training programme's chrological structure was hierarchical. Its basis consisted of work stages familiar to the trainees. This was followed by a diagramme (actually drawn and treated theoretically) of the production process. Next we went on to deal with the organization of work (working in production groups), the functional links between the production process and production groups and the enterprise's control functions, and how these turn out in practice right down to the enterprise's business idea; viz.

— work phases
— the production process and group work as a means of carrying it out
— the status of production groups in the enterprise: the principles and targets of production and quality control
— the enterprise's business idea and total activity.

The training programme was carried out in 20 hours over a period of approximately a month. The aim was originally to arrange opportunities for the participants to occasionally work in production groups and make self-observations of their functioning and then in discussions to bring forth the results. We were not altogether successful in this. Matters connected to the functioning of groups were, however, brought up and discussed by groups with their foremen. The trainees did in fact remark that the training programme formed a whole, and that, when it was over, matters dealt with during the training period came back in connection with everyday work situations with these now being seen in a wider perspective.

The theoretical aspect of production work was dealt with only in connection with quality training. The production group members expressed a desire for further training on this theme.

GUIDELINES

Project Plan
4/88

A WORLD PERSPECTIVE: AN INTERNATIONAL COMPARATIVE ANALYSIS OF EDUCATIONAL PROGRAMS FOR ADULTS

Overview

During 1986-88, adult education scholars and practitioners from more than twenty nations throughout the world will cooperate on a cross-national adult education project. The purpose of the project is to understand the ways educational programs for adults function in society. Cross national similarities and differences will be analyzed and the results reported.

The overall project coordinator is Alan B. Knox, Professor of Adult Education, University of Wisconsin, USA. Working with Professor Knox on the project will be his wife, Linda Bock Knox, an experienced adult educator and writer, who will be helping with data collection and project coordination, and Professor Dušan Savićević, University of Belgrade, Yugoslavia, who will be helping with the comparative analysis.

In each of the nations included in this project an adult educator will serve as a coordinator for the preparation of case descriptions of educational programs for adults important in their nation. Types of programs might include: educational programs focused on literacy, agriculture, workers, continuing professional education, part-time secondary education completion, part-time higher education completion, health, family, leisure, citizen role, and underserved populations.

Each case study will describe the program in terms of its outcomes, process, inputs, past evolution, current influences, and how and why the program functions as it does in its national context. In addition to the comparative analysis and published report of case descriptions by Knox, Knox, and Savićević, each case coordinator will receive a complete set of case descriptions from other coordinators and will be encouraged to conduct their own analysis focused on implications for their own national setting and prepare their own reports. Copies of the project report and case descriptions will be sent to libraries and institutes around the world.

For additional information, contact:

Professor Alan B. Knox
Continuing Education
University of Wisconsin-Madison
264 Teacher Education Building
225 N. Mills Street
Madison, Wisconsin 53706, USA
Phone: (608) 263-2937

NOTE: The term adult education refers to all types of part-time and short-term formal, informal, and non-formal educational activities for all categories of adults about any subject matter content.

A. Purposes of project: to prepare a report that will enable adult educators around the world:
   1. appreciate the wide diversity of adult education programs regarding terminology, activities, and concepts.
   2. understand ways in which such programs function in the society in which they occur.
   3. analyze similarities and differences that can help us recognize options and learn from each other about conditions under which practices produce desirable results.

B. The basic method of the project is in two parts, descriptive and analytic.
   1. One adult educator in each nation participating in this project will serve as case coordinator for that nation. That coordinator may prepare all of the case descriptions of adult education programs for that nation or may cooperate with other people from that nation who may help do so. Prof. Alan Knox (University of Wisconsin, USA) has agreed to serve as overall project director. Each coordinator will arrange for preparation of short case descriptions of typical adult education programs in their nation. The case description will be based on familiarity with the type of program by the person who prepares the case, and may also be based on research or evaluation reports.
   2. Prof. Knox, Prof. Savićević, and other researchers interested in doing so, will conduct comparative analysis based on the case descriptions.
      a. Some of the analyses will be cross national, based on the set of case descriptions, such as literacy, of similar programs in various nations.
      b. Some of the analyses will be based on the set of case descriptions of all programs in one nation or a set of similar nations, and will emphasize programs within a national setting.
   3. The intent is to select nations and programs that are fairly representative, while recognizing that much will be omitted.
   4. The purpose of the guidelines for selection of widespread types of adult education programs and for preparation of case descriptions is to make possible comparative analysis without greatly influencing the conclusions that emerge from the comparative analysis.

Nations to be included - adult educators from about twenty nations have expressed interest in preparing case descriptions for this project. The nations are from all regions of the world [east and west, north and south, large and small]. Together they contain three quarters of the world's population and land area.

Selection of adult education programs for case description - If describing a typical or widespread program in a case that you prepare (or arrange for) in a given category does not reflect the great variation that actually occurs among programs in that category, two or more contrasting cases can be written in that category. All of the comparative analysis and interpretation that occurs subsequently depends on accurate and balanced case descriptions. Such valid cases depend on the detailed familiarity with the program and context by the person who writes the case.

Sections of each case description - Coordinators will arrange for a brief case description (10-20 double spaced pages) for the programs which the coordinator decides to submit. Each case description will be about a typical current or recent local adult education program such as one program coordinator might supervise, and which typically includes a number of teachers. (These cases should not describe either a single teaching episode or an entire national program.) For widespread national programs, select one or more local or regional examples that functions under the supervision of a coordinator. The purpose of the case description is to increase our insight and understanding of how the program functions in its societal context, and not to evaluate it. Special attention should be given to linkage that program staff provide between client systems of adult learners who are served and resource systems of experts and others who help to plan or conduct programs. We encourage you to prepare your case in such a way that if someone else were to do so independently for the same program, the result would be very similar.

Listed below are proposed categories of information for each case example, to facilitate comparative analysis. Each case may describe a typical specific instance, or may summarize average programs based on available information. Formal, informal, or non-formal educational programs may be included, and for each category listed below, a brief paragraph or two should provide a sufficient description and explanation of the essential characteristics of a typical program. Categories A, B, C, and D will constitute a descriptive portrayal of the program as a system.

A. Setting - Type and size of the provider organization, including the size and characteristics of the service area of program.

B. Outcomes
   1. Goals - Program goals, content and intended outcomes (Include the major stated objectives, the types of people and groups that influence goals, and the process of gaining agreement on these goals and objectives. Indicate the main societal benefit that the program tries to serve, such as assimilation of immigrants, increased agricultural production, or modernization of technology).
   2. Benefits - Evidence of actual program benefits to learners and others (based on evaluation findings or general impressions).

C. Process
   1. Planning - Program planning (including who conducts needs assessment and/or context analysis, and how they usually do so, along with other major planning arrangements, such as objectives and activities, and use of plans).
   2. Methods - Methods of teaching and learning (including main types of methods and materials for helping adults learn).

3. Improvement - Program improvement (including evaluation and improving the performance of program staff).
4. Participation - Encouraging participation and responsiveness to learners (including counseling and other ways to retain learners in programs).

D. Inputs - Numbers and characteristics of people and resources that are acquired for the program to function, along with the procedures to obtain them. For example:
   1. Participants (numbers and characteristics of learners or students and average number of hours spent in the program each week)
   2. Needs (indication that a problem or educational need existed that the program should address)
   3. Staff (number of full time equivalent administrators, teachers, discussion leaders, coordinators and other staff members)
   4. Content (major subject matter fields)
   5. Finances (money and in-kind support from any source)
      To describe general levels of financial support and expenditures for this program, estimate the total amount of annual financial and in-kind income and support that the program receives to cover all instructional and other direct program costs. (Do not include indirect costs.) Using that total budget level for the program as a base, compute and report the percentage of program income and support from government funds, fees paid by participants, and all other sources combined. Also, report the percentage of the total budget that is used to pay staff salary and wages.
   6. Facilities, equipment, materials
   7. Other (including feedback regarding outcomes that influence inputs and process)

E. Evolution - Brief history of major program trends to describe how this program started or evolved, and the major past influences that helped and that hindered its development.

F. Influences - Major current societal influences from the past few years and now that affect stability and change in the program's functioning and outcomes. (Examples could include: financial support, government policies, economic status or conditions, religious or social traditions, available volunteers and staff.) The influences could be local, regional, national, or international.
   1. Positive influences that help or contribute to the program's effectiveness or success.
   2. Negative influences that hinder or make it difficult for the program to be effective.

G. Other - Any other brief comments that help explain how and why the program functions as it does in its societal context. Illustrative comments could include clarification of important variables, indications how how the selected program differs from others of its type in your nation, opinions about widespread values and beliefs relevant to the program (description of important adult education staff roles), and your own perspective and interpretation of activities and meanings. Pertinent articles, reprints, statistics, and bibliographic citations that would clarify the program for readers are also welcomed.